

Annual Implementation Plan: for Improving Student Outcomes

School name: Sandringham College
 School number: [insert school number]

Year: 2017
 Based on strategic plan: 2014-2017

Endorsement:

Senior Education Improvement Leader Sarah Burns [date]

Principal Amy Porter  28/2/2017

School council Steven Peacock  21/02/2017

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
<ul style="list-style-type: none"> To further improve growth in student learning in literacy and numeracy over the accountability cycle To provide a more stimulating learning environment to enhance student confidence and motivation for learning. (SECTION 3)

Improvement Priorities	Improvement Initiatives	✓
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.

An analysis of data (NAPLAN & VCE) reveals that we have not achieved set targets in relation to student achievement. We have made minimal progress in achieving the key goals established in the Strategic Plan 2014-2018 and the 2016 AIP. Improving student outcomes with a particular focus on growth or value adding data must be a key focus of what we do over the next 5 years. In 2016 our goal was to improve the percentage of students in the medium/high growth area (Years 7-9) with a target of 83%. Actual data indicates a low growth of 67.9% which is a decline from 75.8% in 2015. The 'Attitudes to School' data reveal 'motivation' as an issue across the College. Student motivation in 2016 data is at 43.1%, this data area has been an ongoing area of concern and has been consistently low for 6 years 2011 = 50.00, 2012 = 31.3, 2013= 48.1, 2014 = 60.1, 2015 = 42.8). The connection between student motivation, teacher capacity and student outcomes is well researched and evident in our data sets.

The strategies linked to the 'Excellence in teaching and learning' have been chosen as we understand the fundamental link between teacher efficacy and student outcomes. Starting in 2016, with Domain leaders we have begun working with data to differentiate and target teaching. From 2017 we will be expanding this work to ensure that teachers use data as a basis for teaching practice and to collaborate in order to improve curriculum delivery and teaching practices.. Our aim over the next 5 years is to see a 3-5% improvement each year in the NAPLAN growth data and student motivation data.

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)
<p>Curriculum Planning & Assessment</p>	<p>By the end of 2017:</p> <ul style="list-style-type: none"> • The capacity of all teachers to use peer, student and formal (NAPLAN/VCAA) feedback data to inform teaching practice will be improved. • All teachers will begin to use ongoing assessment to report student progress to parents/students and as a tool for reflecting on teaching practice • All teachers will work collaboratively in Professional Learning Teams to sequence and scaffold student learning from Year 7 to Year 12 • All Domains will have standards based, moderated Common Assessment Tasks 7-12
<p>FISO</p>	<p>School communities could focus on actions that incrementally expand teachers' capacity and skills in this area including:</p> <ul style="list-style-type: none"> • data literacy, including the ability to understand, interpret and analyse a range of data, including NAPLAN data, other externally sourced data sets, including VCAA OnDemand assessment tools, and qualitative data • comparing and triangulating available data • planning for consistency and moderating student assessment • presenting available data to various stakeholders • creating common assessment tools to enable teacher moderation • developing/modifying student learning plans based on assessment results • differentiating lesson plans to accommodate a range of needs and abilities • eliciting constructive feedback from students to ascertain level of understanding



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		To further improve growth in student learning in literacy and numeracy over the accountability cycle						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		To further improve growth in student learning in literacy and numeracy over the accountability cycle						
12 MONTH TARGETS		In 2017 NAPLAN growth data 7-9 will indicate improvements of between 3-5%. In 2017 VCE results will improve by 0.5%						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	MONITORING	
							Budget Estimate	YTD Flow
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
In 2017 all teachers will expand their capacity and use data and feedback data to inform and improve teaching practice. Particular focus	<ul style="list-style-type: none"> Source data analysis expert from VASSP to provide initial feedback on data to Leadership and SIT team. Allocate financial resources to facilitate this. Allocate Professional Development Days (Sem 	College Principal Amy Porter School Improvement Team Nadine Clarke	Sem 1	6 months: <ul style="list-style-type: none"> Report on school wide data completed (Week 2/Term1) Meeting of Leadership Team and Sit Teams completed (Week 3/Term 1) 1 x Curriculum day completed. Focus on the 	● ● ●		\$15,000 From PD Budget \$2,000 From	



will be placed on data literacy – the ability to understand, interpret, analyse and use peer, student and school based and formal (NAPLAN/VCAA)	<p>1 & 2) to build capacity of staff to understand, interpret, analyse and use multiple forms of data.</p> <ul style="list-style-type: none"> Student voice - invest financial resources in PIVOT survey program to provide data that can be utilised by each staff member, by domains and by the whole school to analyse and improve teaching practice. Link KIS to individual teacher PDP – all teachers to use multiple forms of feedback/data to inform teaching practice. Link Professional Learning to KIS – teacher professional learning will prioritise data use and interpretation. 40% of PD budget allocated to training and learning in this area. 	<p>Cathy Ferguson Ben Ditterich Steven Dixon Melinda Gall Rob Neal Mariza Pagel Adam Patterson Ben Pisani Enza Sepe Ingrid Schrarer Marnie Sparrow</p>		<p>development of capacity to interpret data – led by College Principal/Teaching and Learning LTs.</p> <ul style="list-style-type: none"> PDP demonstrates focus on the use of data to inform teaching – teachers set one goal related to this area. PIVOT Survey Number 1 completed by all teachers Teachers meet with colleagues (Peer reflection) to discuss student feedback - reflections written in PDP 			College Principals' Budget \$17,000
				<p>12 months:</p> <ul style="list-style-type: none"> Teachers can demonstrate growth in capacity to use data to inform teaching practice - PDP reflection PIVOT Survey Number 2 completed by all teachers Teachers have met with colleagues (Peer reflection) to discuss student feedback - reflections written in PDP Feedback collected at start of Term 4 reflects development in capacity of 90% of staff to understand, interpret, analyse and use data and feedback to enhance teaching 	● ● ●		
By the end of 2017 all teachers will work collaboratively in Professional Learning Teams to improve student outcomes through consistency in teaching and learning.	<ul style="list-style-type: none"> Establish SIT team and provide training so that they can lead PLT teams Establish Professional Learning Teams Provide structure and time for teachers to meet and work Establish protocols for operation of PLTs in order to develop a culture of trust & collegiality 100% of teaching staff to link KIS to PDP Link Professional Learning to KIS – teacher professional learning will prioritise data use and interpretation. 40% of PD budget allocated to training and learning in this area. 	<p>College Principal Amy Porter</p> <p>School Improvement Team Nadine Clarke Cathy Ferguson Ben Ditterich Steven Dixon Melinda Gall Rob Neal Mariza Pagel Adam Patterson Ben Pisani Enza Sepe Ingrid Schrarer Marnie Sparrow</p>	Sem 1	<p>6 months:</p> <ul style="list-style-type: none"> SIT team established Meeting structure of College refocused to allow for increased time for teacher collaboration through PLTs Clear expectations and values for PLT work developed by all staff. PDP demonstrates focus on collaborative work to ensure consistency in assessment practices - teachers set one goal related to this area. 	● ● ●		
				<p>12 months:</p> <ul style="list-style-type: none"> Teachers are working effectively in PLTs. Expectations and values for PLT work has been adhered to by most staff PDP demonstrates focus on collaborative work to ensure consistency in assessment practices. Feedback collected at start of Term 4 reflects 80% satisfaction level with the PLT structure. 	● ● ●		
By the end of 2017 all learning areas will have developed and be trialling standards based, moderated Common Assessment Tools.	<ul style="list-style-type: none"> Professional Learning teams focus on developing standards based, moderated Common Assessment Tools. Provide structure and time for teachers to meet and work Domain Leaders actively involved in working with teachers through PLTs to develop standards based Common Assessment Tools. Common assessment tasks reflect learning 	<p>College Principal Amy Porter</p> <p>School Improvement Team Nadine Clarke Cathy Ferguson Ben Ditterich Steven Dixon Melinda Gall Rob Neal Mariza Pagel Adam Patterson Ben Pisani</p>	Sem 2	<p>6 months:</p> <ul style="list-style-type: none"> Meeting structure of College refocused to allow for increased time for teacher collaboration through PLTs PDP demonstrates focus on collaborative work to ensure consistency in assessment practices - teachers set one goal related to this area. 	● ● ●		\$15,000 From PD Budget
				<p>12 months:</p> <ul style="list-style-type: none"> Teachers are working effectively in PLTs. Expectations and values for PLT work has been adhered to by most staff 	● ● ●		



	<p>abilities of all students and are linked to Student Learning Plans for priority cohorts.</p> <ul style="list-style-type: none"> 100% of teaching staff to link KIS to PDP 	<p>Enza Sepe Ingrid Schrarer Marnie Sparrow</p> <p>Domain leaders</p>		<ul style="list-style-type: none"> PDP demonstrates focus on collaborative work to ensure consistency in assessment practices. Feedback collected at start of Term 4 reflects 80% satisfaction level with the PLT structure. School wide curriculum documentation (as stored on COMPASS) reflects consistency in planning for student assessment both across the college and within each Domain and Year level area. 				
<p>In 2017, all teachers will begin to use ongoing assessment to report student progress to parents and students</p>	<ul style="list-style-type: none"> A working party will be established to investigate ongoing assessment and reporting. Parent and student feedback sought and included in decision making process. Teachers begin using reporting format. Financial resources allocated from SRP to fund the purchase of ICT required. Time allocated within meeting schedule to provide PD to staff regarding 	<p>Assistant Principal Melinda Gall</p> <p>Working Party TBC</p>	<p>Sem 2</p>	<p>6 months:</p> <ul style="list-style-type: none"> Working party established Reporting Model decided Investments of financial resources from SRP to support new reporting model. 	● ● ●		\$15,000	
				<p>12 months:</p> <ul style="list-style-type: none"> New reporting Model and infrastructure in place. PD has been provided to support teacher ability to implement model effectively. 	● ● ●			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]
IMPROVEMENT INITIATIVE	
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[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)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



				6 months:	● ● ●		
				12 months:	● ● ●		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To provide a more a more stimulating learning environment to enhance student confidence and motivation for learning. (SECTION 3)							
OTHER IMPROVEMENT MODEL DIMENSIONS	Empowering students and building school pride (specific targets in bold) <ul style="list-style-type: none"> Teacher-student relationships Promoting student drive, motivation and confidence for learning Promoting student leadership and voice Supporting student participation in school decision making Supporting student confidence in learning and achievement 							
STRATEGIC PLAN TARGETS	Improvement in student motivation data (in 2018) to above 50%							
12 MONTH TARGETS	By the end of the 2017 school year we will have a clear understanding of the factors impacting on student motivation across the College.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
By the end of 2017 the school will have completed an investigation into the reason behind student Attitudes to School data indicating low student drive, motivation and confidence for learning	<ul style="list-style-type: none"> Establishment of a working party. Analysis of trend data in the area of student drive and motivation. Student Voice – student forums for students in years 7-12 around student motivation and drive. Forums will include students from priority cohorts. Parent and student forums will be held to discuss student motivation and drive. 	Assistant Principal Vivienne McElwee Working party TBC	Semester 1	6 months: <ul style="list-style-type: none"> Working party established Key questions in the area of student motivation from Attitude to School Survey identified Small student based focus groups – collection of qualitative data Parent focus groups – feedback around student motivation completed Comparative data, analysis against PIVOT survey outcomes undertaken 12 months: <ul style="list-style-type: none"> School community provided with information factors regarding student motivation and drive – teachers through a presentation and parent/students via COMPASS. 	● ● ●		\$5,000	
By the end of 2017 data will be used to develop a plan for addressing low student motivation and drive.	<ul style="list-style-type: none"> Key factors identified Investigation of schools and programs that have demonstrated capacity to enhance student motivation. Positive conversations within PLTs around how to build student motivation for learning motivation for learning. 	Assistant Principal Vivienne McElwee Working party TBC	Semester 2	6 months: <ul style="list-style-type: none"> Key factors identified – including any links between teacher practice and student motivation identified 12 months: <ul style="list-style-type: none"> Visits to other schools undertaken by working party. Allocation from CRT budget to cover classes. 	● ● ●			



	<ul style="list-style-type: none"> Plan developed for initial implementation in 2018 			<ul style="list-style-type: none"> Professional reading around student motivation undertaken by working party College wide plan developed and presented to teaching staff. 				
				6 months:	● ● ●			
				12 months:	● ● ●			
				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	No	1 - Emerging	<p>[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.]</p> <p>Initial: (Items highlighted in red not achieved/blue indicates that the school operates beyond the continuum status indicated)</p> <p>Focused on student outcomes</p> <ul style="list-style-type: none"> Teachers are aware of the FISO initiatives. They are beginning to explore what the initiatives might mean for their professional practice. Professional learning activities focus on improving teaching practice, usually based on teacher choice and interest, with some reference to student data. Professional learning is directed at short term priorities, focusing on individual teacher needs rather than identified school goals and priorities. <p>Collaborative, involving reflection and feedback</p> <ul style="list-style-type: none"> Teachers work together in stages of learning and Learning Area or Domain groups to plan and review teaching and learning programs. Collaborative teams focus on exploration and sharing of learning and teaching practices to continually improve teacher practice and support student learning. The school encourages teachers to seek suggestions from experienced colleagues about how to improve their teaching. Teachers occasionally give and receive feedback with a focus on improving practice. <p>Evidence-based and data driven to guide improvement and measure impact</p> <ul style="list-style-type: none"> Leadership team engages staff in professional conversations, reflecting on student performance data and drawing on current research. Teachers work with colleagues to analyse student assessment data to understand the learning needs of students. Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice. <p>On-going, supported and fully integrated into the culture of the school</p> <ul style="list-style-type: none"> A school-based professional learning program is documented and implemented. The school provides access to appropriate professional learning to address areas for improvement of individual teachers' practice. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to develop and practise these capabilities. <p>6 Months 12 Months</p>
	Curriculum planning and assessment	Yes	1 - Emerging	<p>Initial</p> <p>School readiness and preparation</p> <ul style="list-style-type: none"> Principal identifies the need for a curriculum plan that is consistent with the school's vision and values. Teachers are familiar with the school's School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement. Leadership team has designed a process to engage all staff in the evaluation and review the current curriculum documentation. Professional standards for teachers are used as a framework for identifying aspects of teacher capacity to be developed. <p>Development and documentation of the school's curriculum plan</p> <ul style="list-style-type: none"> Curriculum plans are usually designed by individual teachers based on the year level and curriculum area against the Victorian Curriculum and senior secondary curriculum. Leaders with subject expertise or responsibility lead the curriculum development work. A range of unit and lesson planning templates are used by staff. Professional learning is largely determined by individual teacher interest.



				<ul style="list-style-type: none"> The school provides opportunities for students to engage in the curriculum planning process. <p>Using a holistic approach to curriculum, pedagogy, assessment and reporting</p> <ul style="list-style-type: none"> The curriculum plan identifies curriculum, pedagogy and assessment and reporting largely as separate inputs. Learning progressions are documented within curriculum areas and capabilities. Themes and topics are planned by teachers to avoid repetition. Pedagogical practice is largely selected by the teacher based on their current knowledge, teaching experience and teaching style. A school assessment plan is developed, largely driven by summative assessment and reporting expectations. Formative assessment is developed by the individual teacher. Teachers select from the resources available in the school. Teachers are aware that personalising learning for individuals can increase engagement and support learning. <p>Monitoring and evaluating curriculum</p> <ul style="list-style-type: none"> The school has a formal process for reviewing the curriculum planning. This is informed by student achievement data and is mainly conducted by the leadership team. Teachers work in curriculum areas and stages of learning teams to review the curriculum. This ensures there is no repetition of themes or topics and to share effective teaching practices. <p>6 Months</p> <p>12 Months</p>
	Evidence-based high impact teaching strategies	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>
	Evaluating impact on learning	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>
Professional leadership	Building leadership teams	No	1 - Emerging	<p>Leading professional learning</p> <ul style="list-style-type: none"> Leadership team demonstrates a clear commitment to creating and sustaining effective professional learning communities within the school and across the system. Leaders are aware of current research on school improvement, share effective practice and allocate time for teachers to work and learn together. Leadership team identifies and provides access to appropriate professional learning for teachers. An induction program for new teachers introduces them to the professional learning culture of the school. Leaders participate in professional, community networks and forums to broaden their knowledge and practice. <p>Leading improvement</p> <ul style="list-style-type: none"> Leadership team facilitates quality conversations about school improvement to promote on-going intellectual engagement. Leaders reference current research and source relevant data to determine priorities for school improvement. The FISO improvement cycle is used to identify priority areas. Leadership team is exploring what the FISO initiatives might mean for their school and beginning to raise awareness of these initiatives with staff. They engage and encourage staff to commit to evidence-based improvement. FISO underpins the school improvement journey.



				Providing a safe environment <ul style="list-style-type: none"> Leadership team sets expectations for respectful behaviour and communication between all members of the school community. Leaders support the development of a common language around the school's values and vision and encourage others to act in accordance with them. They provide support to beginning and early career teachers, schedule time and create opportunities for informal interaction and formal communication. The school adheres to the legal requirements that support a just and secure environment.
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	Initial 6 Months 12 Months
	Vision, values and culture	No	Select status	Initial 6 Months 12 Months
Positive climate for learning	Empowering students and building school pride	Yes	1 - Emerging	Initial: Teacher-student relationships and engagement for learning <ul style="list-style-type: none"> Teachers appreciate that good relationships with students are important, and take steps to identify and quickly address signs of conflict between students or detachment of any student. General feedback on the quality of teacher/student relationships is provided by students informally to inform teacher practice. The school emphasises the importance in building student motivation and engagement. There are clear expectations that all students respect the learning environment of the school, and do not disrupt the learning of others. Promoting motivation and confidence for learning <ul style="list-style-type: none"> Teachers seek to build student motivation and confidence by having discussions about their progress, and recognising their achievements. Promoting student voice and leadership <ul style="list-style-type: none"> The school has processes such as survey mechanisms to allow student opinions to be recognised by teachers. Some opportunities exist for students to take part in school decision-making (e.g. student representative councils). Building pride and school connectedness to community <ul style="list-style-type: none"> Student achievement is celebrated at a classroom level and discussions about their achievements with peers, parents and teachers are encouraged to build self-esteem and a sense of pride. The school identifies opportunities to engage with community organisations that offer support to students in their learning, health and wellbeing. Extra-curricular activities are available for students to participate in at the school. 6 Months: 12 Months:
	Setting expectations and promoting inclusion	No	2 - Evolving	Initial A culture of high expectations



				<ul style="list-style-type: none"> The school's vision, values and high expectation policies and guidelines are communicated to the school community. Teachers engage with students in setting and monitoring learning goals <p>Student safety and wellbeing</p> <ul style="list-style-type: none"> Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The curriculum includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The school's comprehensive safety and well-being policies and practices are implemented and seen as important in supporting student learning success and in reducing risk. Issues are resolved by school staff in line with relevant policies. Students are invited to have some input into the resolution. <p>Promoting inclusion</p> <ul style="list-style-type: none"> The strength of student diversity is consistently reinforced through implementation of class and school programs that are responsive to different cultural and linguistic backgrounds. The school co-ordinates its policies and practices to address issues of vulnerability and inclusion. Practices to improve the culture and behavioural climate in classroom and the school are developed and implemented. Teachers recognise the need to build awareness, resilience and acceptance. <p>Supporting students and managing behaviour</p> <ul style="list-style-type: none"> The school focuses on actions to expand teachers' capacity and skills providing effective ongoing professional development to enhance teacher/student relationships. It also ensure students have the skills to develop positive and self-regulating behaviours. The school has clearly documented responses to manage student behaviour issues with expectations that these approaches will be implemented by all staff. Clear expectations are established and negotiated with students to manage classroom behaviour and address issues and safety concerns fairly, promptly and respectfully. <p>6 Months</p> <p>12 Months</p>
	Health and wellbeing	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>
	Intellectual engagement and self-awareness	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>
Community engagement in learning	Building communities	No	2 - Evolving	<p>Initial</p> <p>Parent, carer and family engagement</p> <ul style="list-style-type: none"> The school initiates and builds upon opportunities for participation of families at all levels of school operation. It engages parents and families in their child's learning and in the priorities of the school through such strategies as newsletters, information sessions and translated documents in community languages. Teachers use a variety of communication methods to seek and share information with parents and families, including by working with key stakeholders. They discuss their respective roles in their children's education through information events and parent teacher conferences. Inclusive school policies, programs and practices are implemented. School consults with family and community members representing all backgrounds to improve cultural understandings. The school collects feedback from students, parents and staff to evaluate effectiveness. <p>Building community partnerships</p>

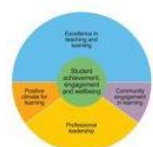


			<ul style="list-style-type: none"> The school explores community partnerships to access specific learning activities, resources or services not readily available within the school to increase learning opportunities for targeted students and parents. Partnership activities are being collaboratively planned with clear goals, roles and responsibilities. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects. <p>Partnerships to support student health, wellbeing and achievement</p> <ul style="list-style-type: none"> The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. The school identifies the needs of students and delivers preventive health strategies such as school breakfast program, physical activity programs and social skills training supporting student health, wellbeing and learning. The school connects students with community organisations to support individual learning needs, including to access broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students who are most vulnerable and disadvantaged. <p>6 Months</p> <p>12 Months</p>
Global citizenship	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>
Networks with schools, services and agencies	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>
Parents and carers as partners	No	Select status	<p>Initial</p> <p>6 Months</p> <p>12 Months</p>

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]

- Teacher capacity to use data to identify needs of students with priority cohorts developed across the college
- ILPs - goals established for students based on data indicators and teacher knowledge
- Student motivation factors for students in priority cohorts prioritised in motivation research and supported by the inclusion of students in student feedback forums
- The development of integrated strategies to improve outcomes for your priority cohorts



Considerations for 2018:

- Begin to use data as a basis of differentiation and targeted teaching in the classroom
- Implement key findings of research into student motivation across the college
- Look at financial and human resourcing to support time for teachers to work collaboratively – prioritise this in the budget

