

Annual Implementation Plan: for Improving Student Outcomes

School name: Doncaster Secondary College

Year: 2017

School number: 01-7776

Based on strategic plan: 2014 - 2017

Endorsement:

Principal: Éva McMaster

15th March 2017

Senior Education Improvement Leader: Mark Flack

March 2017

School council: Sofia Georgiou

15th March 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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve student learning outcomes in: <ul style="list-style-type: none"> Years 7 – 10 Literacy and Numeracy, and Senior Secondary qualifications. Create confident and connected students prepared to challenge themselves and experience success in a diverse range of activities and opportunities. To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others. To ensure consistency and alignment of all aspects of school operations and resource allocations. 	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.

Excellence in teaching and learning has been selected as it is through the related improvement initiatives that high quality teaching and learning will occur across all classes. Maximising the positive impact on student learning outcomes at all levels of schooling is a priority as well as consistent, accurate student assessment referencing the required standards.

Building practice excellence where teachers capacity to engage students, manage behaviour, utilise a range of personalised instruction strategies including effective assessment and feedback practices will be the focus. An increased uptake of the agreed Doncaster Instructional Model is also a priority.

Empowering students and building student voice has been a key improvement initiative at the college in 2016, and although we are not yet seeing marked movement in attitude data as yet, this is still an area that we would like to focus on to continue with and embed some of the new initiatives piloted in 2016.

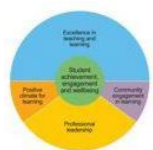
Key improvement strategies (KIS)

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)
Empowering students and building student voice	<ul style="list-style-type: none"> Build student voice, feedback and influence on classroom learning activities and assessments Build self-reflection opportunities into the assessment and reporting processes All students and staff to have high quality documented learning goals that they will work towards each year Continue with a comprehensive whole school approach to issues of student absence and lateness Build school pride and celebrate achievements in line with Doncaster Secondary College's 50-year anniversary



<p>Building practice excellence / Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Continuing and extending the agreed pedagogical practices used in the classroom eg Lemov strategies • Improve assessment practices relating to implementation of Victorian Curriculum • Personalisation of student learning through use of student self-reflection • Review and adjust the regularity of assessment feedback provided to both students and parents with an emphasis on the quality of the feedback as well as the timing • Continuing and further developing our whole school Literacy and Numeracy strategies (with agreed pedagogy for teaching literacy across the curriculum).
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Framework for Improving Student Outcomes

Published: February 2016



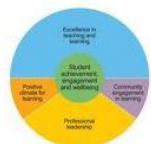
Section 2: Improvement Initiatives

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"> Create confident and connected students prepared to challenge themselves and experience success in a diverse range of activities and opportunities. To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others. To ensure consistency and alignment of all aspects of school operations and resource allocations. 																																																																													
IMPROVEMENT INITIATIVE		Empowering Students and building school pride																																																																													
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2017, student opinion surveys will show an improvement in the mean scores for stimulating learning. By 2017, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships. <table border="1"> <thead> <tr> <th>Attitudes to School Survey</th> <th>Years 7 - 12</th> <th colspan="3">Factor Mean Score 2016</th> <th>Factor Mean Score 2017</th> </tr> <tr> <th>Parent Factor Name</th> <th>Factor Name</th> <th>School</th> <th>Region</th> <th>State</th> <th>School</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Student Relationships</td> <td>Classroom Behaviour</td> <td>3.12</td> <td>3.12</td> <td>3.10</td> <td>3.25</td> </tr> <tr> <td>Connectedness to Peers</td> <td>3.96</td> <td>3.96</td> <td>3.97</td> <td>4.00</td> </tr> <tr> <td>Student Safety</td> <td>4.33</td> <td>4.33</td> <td>4.32</td> <td>4.50</td> </tr> <tr> <td rowspan="2">Wellbeing</td> <td>Student Distress</td> <td>5.06</td> <td>5.03</td> <td>5.06</td> <td>5.10</td> </tr> <tr> <td>Student Morale</td> <td>4.68</td> <td>4.68</td> <td>4.67</td> <td>4.75</td> </tr> <tr> <td rowspan="6">Teaching and Learning</td> <td>Learning Confidence</td> <td>3.73</td> <td>3.69</td> <td>3.70</td> <td>3.80</td> </tr> <tr> <td>School Connectedness</td> <td>3.63</td> <td>3.60</td> <td>3.59</td> <td>3.75</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.10</td> <td>3.14</td> <td>3.14</td> <td>3.25</td> </tr> <tr> <td>Student Motivation</td> <td>4.26</td> <td>4.23</td> <td>4.23</td> <td>4.30</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>3.60</td> <td>3.61</td> <td>3.63</td> <td>3.75</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.63</td> <td>3.62</td> <td>3.63</td> <td>3.75</td> </tr> </tbody> </table>								Attitudes to School Survey	Years 7 - 12	Factor Mean Score 2016			Factor Mean Score 2017	Parent Factor Name	Factor Name	School	Region	State	School	Student Relationships	Classroom Behaviour	3.12	3.12	3.10	3.25	Connectedness to Peers	3.96	3.96	3.97	4.00	Student Safety	4.33	4.33	4.32	4.50	Wellbeing	Student Distress	5.06	5.03	5.06	5.10	Student Morale	4.68	4.68	4.67	4.75	Teaching and Learning	Learning Confidence	3.73	3.69	3.70	3.80	School Connectedness	3.63	3.60	3.59	3.75	Stimulating Learning	3.10	3.14	3.14	3.25	Student Motivation	4.26	4.23	4.23	4.30	Teacher Effectiveness	3.60	3.61	3.63	3.75	Teacher Empathy	3.63	3.62	3.63	3.75
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All students and staff will self-reflect through the use high quality personalised learning	<ul style="list-style-type: none"> Implement the timeline for learning goals Discovery team to develop a strategy to embed use of goals across the College Student management and wellbeing team to develop an approach to the use of goals in SSGs PL through GTM/Discovery/Student Management and Wellbeing team meeting Embed a culture of goal setting and reflection through teacher role modelling our goal setting and reflection with students e.g. Use of learning intentions and success criteria, communication of actions in response to DIMPoLT survey, sharing G4G process with your class 	AP team/ Discovery program leader All staff (key stakeholders: Maths, English, Discovery Coordinator / teachers)	Start of the year Ongoing	6 months: <ul style="list-style-type: none"> Goals presented at PST reporting conference (term 2) 12 months: <ul style="list-style-type: none"> 100% students' goals recorded with students working towards Goals including CAPs and IEPs to form part of student led conferences from Year 7-12 (term 3) and SSGs 	● ● ●																																																																										



Build self-reflection opportunities into the assessment and reporting processes	<ul style="list-style-type: none"> - Inclusion of self-reflection section in reports for Year 9 Peer Buddies (Pilot) - Student led conferences from Year 7-12 - Professional Learning provided for staff 	Middle School & Timetable All staff Discovery leader, Reporting & Assessment Leader	General Teacher Meetings/ Discovery Meetings	<p>6 months:</p> <ul style="list-style-type: none"> - As above <p>12 months:</p> <ul style="list-style-type: none"> - Student led conferences have occurred. - Evaluation conducted 	● ● ●	
Continue with a comprehensive whole school approach to issues of student absence and lateness	<ul style="list-style-type: none"> - Creation of a legend explaining the different absence codes translated into Farsi & Mandarin - Evaluate the effect of parent approving absences in 2016 (use of absence codes) - Middle & Senior sub school handbooks to be consistent in approaches to absences) - Redefine the role of the sub-school assistant around monitoring of absences - Embed the new processes through fortnightly sub-school meetings - Periodic reminders in newsletter/newsfeed around the importance of attendance - Systemic practice to identify students with *significant absence (approved or unapproved) - Embed the culture of importance of attendance. - Promotion of excellent attendance rates - Evaluation of on-going effectiveness of role sub school coordinator in relation to absences. 	Head of Sub Schools/ Student Managers	Within first 4 weeks of term 1.	<p>6 months:</p> <ul style="list-style-type: none"> - Comparison of attendance rates - Absence learning plans and Return to School Plans completed <p>12 months:</p> <ul style="list-style-type: none"> - Documented processes regarding 	● ● ●	
Build school pride and celebrate achievements in line with Doncaster Secondary College's 50 year anniversary	<ul style="list-style-type: none"> - Establish a planning group to investigate ways to celebrate our 50th year anniversary 	Principal SIT		<p>6 months:</p> <ul style="list-style-type: none"> - Develop and publish expression of interest for involvement in a planning group to investigate ways to celebrate our 50th anniversary <p>12 months:</p> <ul style="list-style-type: none"> - Regular meetings of planning group - Timeline outlining 50th anniversary celebratory program 	● ● ●	
Build student voice, feedback and influence on classroom learning activities and assessments	<ul style="list-style-type: none"> - Develop an SRC action plan (3-5 year plan) - Continue to utilise the Student Management and Wellbeing Survey/Mindmatters survey to build student voice - Utilise student voice data to influence program development - Continue to develop the teach the teacher program - Embed teach the teacher in the meeting schedule - Align with DSC PL model - Continue to develop opportunities for student led level assemblies - Student leaders to report to staff and students on student voice data sets - Integrate student voice with sub-school/student management 	Principal SRC leader, SRC, Head of Sub-School, Student Managers, Sub-School Coordination, SWC, Chaplain, PL leader		<p>6 months:</p> <ul style="list-style-type: none"> - SRC action plan developed - Involve students in the analysis of student voice data sets and development of actions to respond to data - Report to staff and student body on student voice data sets <p>12 months:</p> <ul style="list-style-type: none"> - SRC action plan developed and a key goal implemented - Involve students in the analysis of response to student voice data sets - Record of level assemblies - Inclusion of SRC leader within the Sub-School management team structure 	● ● ●	

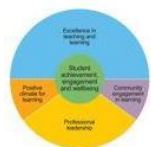


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Year	School - No of students who had at least one VCE study score	School - Study Score Mean	State - Study Score Mean	School - % of students with a VCE study score of 40 or more	State - % of students with a VCE study score of 40 or more																																																																																																																																																																										
2012	396	29.14	28.71	4.9%	5.9%																																																																																																																																																																										
2013	331	29.31	28.71	6.0%	6.0%																																																																																																																																																																										
2014	338	30.06	28.73	7.3%	6.3%																																																																																																																																																																										
2015	325	29.40	28.73	6.4%	6.5%																																																																																																																																																																										
2016	319	29.73	28.71	7.3%	6.3%																																																																																																																																																																										
2017				8.0%																																																																																																																																																																											



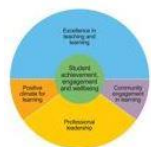
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continuing and extending the agreed pedagogical practices used in the classroom eg Lemov strategies	Consolidating the Performance Development Process (PDP) <ul style="list-style-type: none"> Develop a whole school calendar for 2017 including all cycles, review meetings and supporting Professional Learning workshops associated with the supporting staff through the PDP Develop more opportunities for staff to work collegially in review groups More flexibility and ownership in determining goals by supporting staff with resources to reflect on their practice and develop goals that will promote professional growth Refining the language used in the PDP to Implementation, Innovation, Impact Linking Year 12 teacher data review into the process with review leaders being part of the PDP process 	Teaching Practice Leader, Curriculum Leader, Literacy Leader, Principal & AP Curriculum	Ongoing	6 months: <ul style="list-style-type: none"> PDP Timeline provided to staff during Term 1 2017 such as review group meetings, cycle deadline, meeting times for observational practice Whole school 2017 PLT schedule incorporating time for staff to work in review groups Staff given the opportunity to reflect and analyse student/teaching data to help inform their goals for the PDP Refinement of 2016 PDP resources such as PDP template and goal examples that Staff using the language of Implementation, Innovation, Impact in relation to the PDP Review leaders supporting the Year 12 teacher's data review through the mid cycle and end cycle meetings 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Extending pedagogical strategies through Observational Practices <ul style="list-style-type: none"> To provide all members of staff with the opportunity to take part in Observational Practice supported through the PDP to help support their teaching practices with a positive impact on student learning outcomes Videos of practice promoted and used during meetings and shared in a common space with staff to access 	Teaching Practice Leader, Curriculum Leader, Literacy Leader	Ongoing	<ul style="list-style-type: none"> Updated PLT session on observational practice to inform staff for their PDP Term 1 2017 Review Leaders to be involved in the Year 12 interview process by reviewing their goals during mid-cycle and end cycle meetings Organised PLT to be videoed by a key person day 1 2017 Shared space available on Clickview and Publications for all PLT meetings resources such as videos, PowerPoint presentations, worksheets 				
	Improve leadership capacity of staff: <ul style="list-style-type: none"> Literacy leaders ICT leaders Mentoring Program for new PRTs and Pre-service teachers GROWTH coaching practices with leaders 	Principal, Teaching Practice Leader, Curriculum Leader, Literacy Leader	Ongoing	<ul style="list-style-type: none"> Literacy and ICT leaders identify in term 1 Mentors established for PRT and pre-service teacher program, training provided for some mentors Developed PLT for PRTs and pre-service teachers into the 2017 calendar Implementation of GROWTH coaching conversations with Review Leaders 				



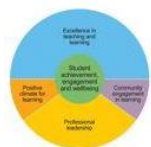
	<p>Learning framework (DIM)</p> <ul style="list-style-type: none"> - Explore ways to a develop a lesson framework into our DIM - Align with a sequence of a lesson, DIM - Embedding instructional strategies - Auditing the existence of strategies in curriculum documentation <p>Visible learning practices</p> <p>Stage 1- Visible learning (learning intentions) successfully embedded in teaching instruction</p> <p>Implementing stage 2- Visible learning (success criteria) into teaching instruction and subject assessment</p>	<p>Teaching Practice Leader, Curriculum Leader, Literacy Leader</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Example lesson framework presented to staff for feedback term 1 - Staff provided with a lesson framework Term 2 - Learning Area Leaders provide a report of 2016 curriculum audit term 1 - Refined DIM provided to staff first day 2017 - By end of Term 2, audit semester 1 lesson sequences to ensure the aspects of the DIM instructional strategies are embedded - New staff have been provided with professional learning on DSC instructional strategies lead by literacy coaches and Teaching Practice Leader by the end of Term 1 				
				<p>12 months:</p> <ul style="list-style-type: none"> - Mid cycle term 3, End Cycle term 4 - Survey staff during Term 4 about the changes to the PDP - GROWTH coaching used to by Review Leaders to support their review teams - Survey mentors 2017 for feedback on the effectiveness of PLT workshops for mentors, PRTs and Pre-Service teachers - Learning Area Leaders introduced to GROWTH coaching to support build the capacity of Learning Area members - Survey staff on about the effectiveness of the DIM in supporting their practice <p>6months</p> <ul style="list-style-type: none"> - Develop the capacity of new staff through a small group PD session - Evaluate curriculum audit feedback to ensure Learning areas are documented in lesson sequences and course outlines - Conduct a PLT workshop on success criteria and provide staff with the ability to develop the skill in writing success criteria statements using the Bloom's taxonomy theory - Staff sharing current practices in relation to the use of success criteria during a PLT workshop - Align the example lesson framework to incorporate learning intentions and success criteria <p>12months</p> <ul style="list-style-type: none"> - Learning intentions successfully documented in all Learning Area's lesson sequence and course documentation - Teachers using learning intentions in their teaching instructions 	<p>● ● ●</p>			



				<ul style="list-style-type: none"> - Evaluate and share current teaching practices of useful learning intentions - Learning Areas implementing the use of success criteria statement in assessment tasks for student - Use a sample student group to feedback on the use of learning intentions and success criteria in the classroom 				
Improve assessment practices relating to implementation of Victorian Curriculum.	<ul style="list-style-type: none"> - Improve consistency of assessment feedback. - Establish a timeline and action plan for moderation in Learning Areas. - Provide PD on collaborative moderation - Embed collaborative moderation - Ensure Compass learning tasks are consistency across teaching teams and pushed to classes at the beginning of the year 2017. - Create a checklist to support Learning Area Leaders to audit curriculum, feedback times and assessment tasks. - Consistency in Rubrics within Learning Areas. - Have agreed reflection practices and frequency within Learning Areas. - Improve timing of assessment feedback 	Curriculum Leader, AP Curriculum	End of Term 2	6 months:	● ● ●			
				12 months:	● ● ●			
Personalisation of student learning through use of student self-reflection	<ul style="list-style-type: none"> - Self- Assessment - Success criteria and self-assessment practices to become part of the learning framework - Engage with FISO groups to investigate current self-assessment practices at their schools - Create resources and activities for students to use - Develop agreed reflection practices and frequency within Learning Areas - Professional learning in regards to teacher building the capacity of their students to become self-assessment capable students - Attaching success criteria and self-assessment reflections to the compass templates - Assessment of product or outcome, self-assessment of process, progress and learning 	Principal, Teaching Practice Leader, Curriculum Leader, Literacy Leader, AP Curriculum	End of Term 3	6 months:	● ● ●			
				12 months:	● ● ●			



				<ul style="list-style-type: none"> - Learning Area survey on the use of success criteria and self-assessment within the classroom including the use through compass templates - Instructional round to review and reflect on the use of success criteria and self-assessment within classrooms 				
Review and adjust the regularity of assessment feedback provided to both students and parents with an emphasis on the quality of the feedback as well as the timing	<ul style="list-style-type: none"> - Review current reporting schedule - Investigate continuous reporting - FISO investigate other reporting techniques used in other schools - Importing learning tasks into reports - Linking student goals and reflection to reporting cycle and student lead conferences 	Principal team, Teaching Practice Leader,	End of Term 2	6 months: <ul style="list-style-type: none"> - Form a committee or survey to gather feedback about the reporting process. - Visit other schools to investigate alternative reporting timelines and methods. - Trial adding learning tasks to a semester report for one Learning Area. - Circulate Review templates on the learning tasks to Learning Areas for student self-reflection. 	● ● ●			
				12 months: <ul style="list-style-type: none"> - Review Student Led Conferences for Year 12 	● ● ●			
Continuing and further developing our whole school Literacy and Numeracy strategies (with agreed pedagogy for teaching literacy across the curriculum).	<p>Consolidate and extend whole-school teaching practice in literacy instruction</p> <ul style="list-style-type: none"> - Embed strategies targeting reading comprehension to Doncaster Instructional Model - Provide professional learning opportunities to consolidate existing strategies and introduce new strategies targeting reading instruction - Work with Learning Area Leaders to reflect on 2016 literacy achievements and determine 2017 literacy goals in action plan - Ensure Robust Vocabulary is embedded in curriculum documentation and used in classroom practice - Use of coaching model to promote strategies, including continuation of induction process for new staff - Expand literacy leadership through the introduction of coaches 	Teaching Practice Leader, Literacy Leader	Ongoing	6 months: <ul style="list-style-type: none"> - Literacy Leader to meet with all Learning Area Leaders Term 4 2016/ Term 1 2017 to support reflection on 2016 and development of 2017 Literacy Improvement Goal in Learning Area Action Plan, with goals submitted by end of Term 1 - Curriculum audit to be completed by Literacy Leader and Learning Area Leaders by Term 2 2017 focusing on Robust Vocabulary (indicated in Lesson Sequence, resources available in whole-school Word Bank) - Training for Literacy coaches completed by Term 1, 2017 - Literacy coaches will have completed induction coaching for new staff 2017 by end of Term 2, 2017 - Literacy workshops planned and delivered by literacy coaches, including Robust Vocabulary and other elements of DIM - 2014- 2016 data analysis completed on growth data in literacy and numeracy intervention programs 	● ● ●			
			Ongoing	12 months: <ul style="list-style-type: none"> - Literacy workshops planned and delivered by literacy coaches, including Robust Vocabulary and other elements of DIM - Revised year eight English curriculum reflecting new 'workshop' pedagogy - Delivery of optional PLT workshops focusing on reading instruction - Survey data reflecting staff engagement with literacy elements of DIM 	● ● ●			
			Term 1	<ul style="list-style-type: none"> - Survey data reflecting year 8 English teachers' engagement with new pedagogy - Data analysis completed on growth data in literacy and numeracy intervention programs - 2017 data analysis completed on growth data in literacy and numeracy intervention programs 				
	<p>Build teacher capacity within English Learning Area to deliver reading instruction</p> <ul style="list-style-type: none"> - Continue to provide professional learning opportunities to engage with 'workshop' model of instruction: explicit instruction, independent reading, and peer conversations. - Promote common language of reading instruction and comprehension strategies - introduce independent reading program curriculum changes in the Year 8 English team <p>Review existing intervention programs</p> <ul style="list-style-type: none"> - Review the effectiveness of PAT testing - Conduct analysis of growth data and track progress across years 	Curriculum Leader, Literacy Leader, AP Curriculum						



	Investigate volunteers to assist in the classroom including ex-teachers, ex-students and parents			- Involvement of wider community (parents, ex-students and teachers) in classroom reading and numeracy instruction				
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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:				

