

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Gisborne Secondary College**

Year: **2017**

School number: 7857

Based on strategic plan: 2015 - 2018

Endorsement:

Principal: Andrew Robertson 09.02.17

Senior Education Improvement Leader: Amanda Hubber [date]

School council: Jane Campbell 22.03.2017

## 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"> <li>Improve Student Learning Outcomes</li> <li>Improve student engagement and motivation</li> <li>Improve the relationships</li> <li>Improve the leadership capacity of all college leaders</li> </ul>

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.

The selected improvement initiatives reflect best the intent of the 2015-2018 School Strategic Plan – developed prior to the FISO. These improvement initiatives were also selected in 2016, and will be selected again in 2018 as they are most strongly tied to the work of our School Strategic Plan 2015 to 2018. Reading the Gisborne Secondary College School Strategic Plan 2015 to 2018 will give the reader of this document a clear understanding of the rationale for each goal and key improvement strategy.  
Further, analysis of 2016 data highlights areas of concern around Student attendance. Analysis of AusVELS judgements continues to indicate our ability to make accurate and well-referenced judgements as assessments needs strengthening, and this is further unpacked in the Curriculum Review process.

**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	<p><b>School-wide Teaching and Learning Practice:</b> Articulate, document and embed a teaching and learning framework that informs and guides teaching practice across our school.</p> <p><b>Developing capability and quality teaching:</b> Build and sustain a Professional Learning Team (PLT) structure that supports teacher improvement, through ongoing professional learning, collaboration, sharing and professional accountability.</p> <p><b>High-level use of data, evidence and information:</b> The use of data, information and evidence is routine and consistent. It informs curriculum planning, teaching and intervention, and teacher judgments. It allows teachers to help set learning goals for students and classes, and provides teachers with knowledge about student learning. We use data, evidence &amp; information to monitor progress and achievement.</p> <p><b>Professional Development of Leadership:</b> Through school-wide coaching and mentoring, all levels of leadership are developed to support improved student learning.</p>

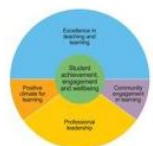


Framework for Improving Student Outcomes

Published: February 2016



Curriculum planning and assessment	<p><b>Curriculum:</b> Document and deliver a seamless learning program from 7-12 that meets the needs of all students. These learning programs are personalised, challenging, differentiated and targeted. They reflect the requirements of AusVELS and VCE curriculum. They reflect the aspirations of our school community and demonstrate a shared vision of working together. They move students from breadth to specialisation in a process that builds student capabilities.</p> <p><b>High-level use of data, evidence and information:</b> The use of data, information and evidence is routine and consistent. It informs curriculum planning, teaching and intervention, and teacher judgments. It allows teachers to help set learning goals for students and classes, and provides teachers with knowledge about student learning. We use data, evidence &amp; information to monitor progress and achievement.</p>
Building leadership teams	<p><b>Professional Development of Leadership:</b> Through school-wide coaching and mentoring, all levels of leadership are developed to support improved student learning.</p> <p><b>Developing capability and quality teaching:</b> Build and sustain a Professional Learning Team (PLT) structure that supports teacher improvement, through ongoing professional learning, collaboration, sharing and professional accountability.</p> <p><b>High-level use of data, evidence and information:</b> The use of data, information and evidence is routine and consistent. It informs curriculum planning, teaching and intervention, and teacher judgments. It allows teachers to help set learning goals for students and classes, and provides teachers with knowledge about student learning. We use data, evidence &amp; information to monitor progress and achievement.</p>
Empowering students and building school pride	<p><b>Student Voice:</b> Improve the motivation, engagement and connectedness of students by providing a greater opportunity for:</p> <ul style="list-style-type: none"> <li>▪ feedback about teaching and learning</li> <li>▪ self-reflection on own learning</li> <li>▪ self-assessment</li> <li>▪ creative expression</li> <li>▪ participation in decision making and policy</li> <li>▪ mentoring and coaching each other</li> <li>▪ learning about and experiencing leadership</li> <li>▪ building cultural sensitivity, tolerance and acceptance of diversity</li> <li>▪ risk, challenge, curiosity and enrichment.</li> <li>▪</li> </ul> <p><b>Senior School Engagement:</b> The high expectations of teachers and the high aspirations of students in our senior school improves:</p> <ul style="list-style-type: none"> <li>• attendance</li> <li>• punctuality</li> <li>• organisation</li> <li>• motivation</li> <li>• grit</li> <li>• effort, and</li> <li>• resilience</li> </ul>



## 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		Improve Student Learning Outcomes						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		AusVELS Judgments are accurate Year 9 NAPLAN Writing Band 8 to 10 to be > 40% by 2018. (2014 = 30.4%) Reduce and maintain Year 9 NAPLAN Numeracy % AT and BELOW NMS to 10% or less. (2014 = 20.4%) English Study Area mean study score improves to 29.5.		95% students evidence learning growth by making one year's progress for one year's academic program: Year 9 NAPLAN Numeracy Band 8 to 10 to be > 45% by 2018. (2014 = 37.5%) ATScS Stimulating Learning rankings move above the 50% Percentile, and improve.		NAPLAN Reading, Writing, Gram & Punc and Numeracy low, medium high growth reports indicate < 25%   ~ 50%   >25% Reduce and maintain Year 9 NAPLAN Writing % BELOW NMS to 10% or less. (2014 = 11.4%) ATScS Teacher Effectiveness rankings move above the 50% Percentile, and improve.		
12 MONTH TARGETS		<ol style="list-style-type: none"> <li>Year 9 READING NAPLAN Band 8 to 10 &gt; 45%</li> <li>Year 9 WRITING NAPLAN Band 8 to 10 &gt; 40%</li> <li>Year 9 NUMERACY NAPLAN Band 8 to 10 &gt; 42%</li> <li>Reduce Year 9 NAPLAN Writing % BELOW NMS to 9% or less. (2016 = 10.3%)</li> <li>Increase READING Relative HIGH Growth % Yr 7 to 9 to &gt; 23% (2016 = 17.4%)</li> <li>Decrease READING Relative HIGH Growth % Yr 7 to 9 to &lt; 30% (2016 = 36.4%)</li> </ol>				<ol style="list-style-type: none"> <li>Increase WRITING Relative HIGH Growth % Yr 7 to 9 to &gt; 25% (2016 = 21.1%)</li> <li>Decrease WRITING Relative HIGH Growth % Yr 7 to 9 to &lt; 25% (2016 = 30.8%)</li> <li>Increase NUMERACY Relative HIGH Growth % Yr 7 to 9 to &gt; 25% (2016 = 20.5%)</li> <li>Decrease NUMERACY Relative HIGH Growth % Yr 7 to 9 to &lt; 25% (2016 = 26.5%)</li> <li>English Study Area mean study score improves to &gt; 28 (2016 = 26.1)</li> </ol>		
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
School-wide Teaching and Learning Practice:  Articulate, document and embed a teaching and learning framework that informs and guides teaching practice across our school.	Aspects and elements of the T & L Framework are displayed in classrooms  New planning documents – new planning documents are complete and indicate how elements of the T&L Framework will appear in the instructional programs  Peer Observations continue all year. 1 per term required by each teacher.  New faculty-based PLTs spend some time exploring and developing artefacts around many aspects of the framework – e.g. Models and exemplars for use with	JM  JM, Teachers, CALs  Teachers, Aps  CALs, JM, TM	Semester 1  Seem 1  All year  All Year	6 months: Aspects and elements of the T & L Framework are displayed in classrooms new planning documents are complete and indicate how elements of the T&L Framework will appear in the instructional programs Teachers bring along evidence of peer observations to mid-cycle meetings Faculty-based PLTs are scheduled on college calendar Faculty-based PLT agendas and minutes indicate that T&L Framework dimensions are worked on Student report in surveys increased use and effectiveness of T&L Framework dimensions in class	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		



	<p>students.</p> <p>Student self-report against the "learning" side of the framework is developed, and trialled.</p> <p>Collegiate reflect and review – is the Framework making a difference/improvement?</p>	<p>ARO</p> <p>ARO, All Staff</p>	<p>Semester Two</p> <p>Term 4</p>	<p>12 months: Students complete first round of self-reporting against "learning" side of the T&amp;L Framework</p> <p>T&amp;L Framework review is complete and recommendations made for improvement</p>	<p>● ● ●</p>			
<p>Developing capability and quality teaching:</p> <p>Build and sustain a Professional Learning Team (PLT) structure that supports teacher improvement, through ongoing professional learning, collaboration, sharing and professional accountability.</p>	<p>Meeting and planning times for PLTs are formally scheduled.</p> <p>There will be an average of four such meetings per term.</p> <p>Professional Development for CALS provided by AP and Curriculum Leader</p> <p>Assessment of PLT progress documented against Progression sheet</p> <p>Continued participation in UMNoS</p>	<p>AP</p> <p>Curriculum Leader</p> <p>CALS</p> <p>All teachers</p> <p>JM / TM</p>	<p>All year</p> <p>All year</p>	<p>6 months:</p> <p>Evidence of student learning data being used to plan is observed and documented.</p> <p>PLTs show progress as a PLT along Progression sheet.</p>	<p>● ● ●</p>			
				<p>12 months:</p> <p>Evidence of improved learning progress directly linked to PLT strategies is documented in all faculty areas.</p> <p>PLTs show progress along Progression Sheet.</p>	<p>● ● ●</p>			
<p>Curriculum</p> <p>Document and deliver a seamless learning program from 7-12 that meets the needs of all students. These learning programs are personalised, challenging, differentiated and targeted. They reflect the requirements of AusVELS/Victorian Curriculum and VCE curriculum. They reflect the aspirations of our school community and demonstrate a shared vision of working together. They move students from breadth to specialisation in a process that builds student capabilities.</p>	<p>New planning documents – whole school consistent plans housed online, and nearly all units in this format.</p> <p>Curriculum Reviews – second round begins in October with Health &amp; PE.</p> <p>Faculties develop their Learning Area Strategic Plans, and review for 2017 based on previous Curriculum Reviews in 2015 or 2016.</p> <p>Whole curriculum documents – by year level and by domain are mapped against the Victorian Curriculum to minimise duplication and open opportunities for cross-curricula work.</p> <p>Work submission Policy is developed and circulated for consultation</p> <p>RAID program underway – third year</p>	<p>JM / TM</p> <p>TM, JM, CALS</p> <p>CALS</p> <p>All teachers, CALS</p> <p>CALS Students, Teachers</p> <p>LC</p>	<p>All year</p> <p>October</p> <p>Term 1</p> <p>Sem 1</p> <p>Sem 1</p>	<p>6 months:</p> <p>All units for Semester One are planned on the new college planning template and are on line</p> <p>Learning Area Strategic Plans are complete and handed to JM for feedback</p> <p>Victorian Curriculum whole-school and year-level mapping document similar to that advised on VCAA website is published</p> <p>Work submission policy based on the principals of student engagement and school-wide positive relationships, recognition and effort is in place and there is a corresponding lift in student work submission</p>	<p>● ● ●</p>			
			<p>All year</p> <p>12 months:</p> <p>All units for Semester Two are planned on the new college planning template and are on line</p> <p>Second round of Curriculum reviews are underway</p>	<p>● ● ●</p>				
<p>High level use of data, information and evidence:</p> <p>The use of data, evidence and information is routine and consistent. It informs curriculum planning, teaching and intervention, and teacher judgments. It allows teachers to help set</p>	<p>Curriculum Reviews – second round begins in October with Health &amp; PE.</p> <p>Teachers work in curriculum teams (PLTs) use student learning data to plan instruction and units. E.g. Year 8 Maths, Year 7 Wood Technology</p> <p>Gisborne SC produces student dashboards for Year Level Coordinators to assist with parent interviews, student counselling, progressing achievement.</p>	<p>TM, JM, CALS</p> <p>All Teaching Staff, CALS</p> <p>ARO, TM, HU</p>	<p>October</p> <p>From Term 1</p> <p>From Term 1</p>	<p>6 months:</p> <p>At mid-cycle PDP meetings teachers share evidence of work in PLTs that shows data was discussed and analysed, and interventions planned for student learning</p> <p>Year Level leaders receive and make use of data dashboards. Students set meaningful goals and student ate indicates improvement against set goals</p>	<p>● ● ●</p> <p>● ● ●</p>			
			<p>12 months:</p>	<p>● ● ●</p>				



<p>learning goals for students and classes, and provides teachers with knowledge about student learning. We use Data, Evidence &amp; Information to monitor progress and achievement.</p>	<p>Reading data continues to be monitored to assist with tracking students and identifying students at risk and in need of extension. UMNOS Project – third year. Continue involvement</p>	<p>HU, JS  ARO, TM, BMC, JM</p>	<p>All Year</p>	<p>Second round of Curriculum reviews are underway  Students identified as “at risk” with reading improve one year’s growth for one year’s education.</p>				
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# Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Improve student engagement and motivation Improve the relationships
IMPROVEMENT INITIATIVE	Empowering students and building school pride
STRATEGIC PLAN TARGETS	<p>Student Feedback Survey results show that teaching practice improves as a result of student feedback on classroom practice</p> <p>Mean Study Score improves to above state mean by 2018 (2013 = 26.04)</p> <p>Each year our number of absolute study scores over 40 increase by 15% (2013; n= 13)</p> <p>ATScS Student Distress rankings move above the 50% Percentile, and improve.</p> <p>85% of students being case-managed by well-being team meet pathways and outcomes goals.</p> <p>Real retention rates increase to ___%</p> <p>VTAC Applications increase to 75% of Year 12 leaving cohort by 2018. (2013 = 53%)</p> <p>Mean ATAR Ranking improves to 55.00 by 2018 (2013 = 44.88)</p> <p>ATScS Student Morale rankings move above the 50% Percentile, and improve.</p> <p>ATScS Teacher Empathy rankings move above the 50% Percentile, and improve.</p> <p>Mean attendance of students who are being case-managed increases to 85%</p>
12 MONTH TARGETS	<ol style="list-style-type: none"> <li>Absence days per Full Time Eq. decreases below 22 days (Yr 7 – 12 per FTE)</li> <li>VTAC Applications increase to 75% of Year 12 leaving cohort (2016 = 66%)</li> <li>ATScS Results are maintained above the 50<sup>th</sup> percentile for all domains.</li> </ol>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Student Voice</p> <p>Improve the motivation, engagement and connectedness of students by providing a greater opportunity for:</p> <ul style="list-style-type: none"> <li>feedback about teaching and learning</li> <li>self-reflection on own learning</li> <li>goal setting and self-assessment</li> <li>creative expression</li> <li>participation in decision making and policy</li> <li>mentoring and coaching each other</li> <li>learning about and experiencing leadership</li> <li>building cultural sensitivity, tolerance and acceptance of diversity</li> <li>risk, challenge, curiosity and enrichment.</li> </ul>	Change to House program, reduces pastoral care and student management, but grows Esprit de Corp through growth in inter-house competitions – downhill, chess, debating	ARO, TS, JR, SNO. RP, EE, DE, BR, HQ, NM	All Year	6 months: New inter-house competitions in chess and downhill are held in Term 2	● ● ●			
	Development of student voice in Year Levels through new SRC	TBC	Term 1	New SRC is formed and sets goals				
	Develop and implement new Year Level Program	TS, HS, PL, CP, LC, TB, CT TS, JS	All Year	12 months: FH reviews work studies curriculum and makes recommendations for improvement	● ● ●			
	Review Work Skills program	FH	Term 4	Student outcomes in the Work Studies curriculum are analysed and goals set for growth made.				
	Review Year 9 Program / Senior School Program	JM, ARO	Term 4	Year 9 Program review is tabled to staff; the review highlights student outcome successes and challenges especially in well-being and engagement dimensions				
	Introduce School Colours... develop policy	TBC	Term 2					
Classroom behaviour management (whole-school) is reviewed and recommendations for new programs, strategies and initiatives within "Student Voice" and "School-wide Positive Relationships" KIS are implemented.	Leading Teachers	Term 1 – 3						
Student Representative Council is led by students and key staff	TBC	From Term 1						



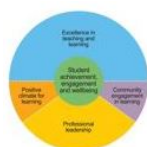


<p>Senior School Engagement</p> <p>The high expectations of teachers and the high aspirations of students in our senior school improves:</p> <ul style="list-style-type: none"> <li>attendance</li> <li>punctuality</li> <li>organisation</li> <li>motivation</li> <li>grit</li> <li>effort, and</li> <li>resilience</li> </ul>	<p>Development of Extended Investigation VCE Unit 3 / 4 Program</p> <p>Development of "Study Success" program that is then embedded into curriculum programs from Year 7.</p> <p>School-wide approach to developing grit</p> <p>Awards/reward/acknowledgement for punctuality, attendance, organisation, etc.</p> <p>Build in expectations to the Subject Expo night, and other senior school information evenings</p> <p>Review and design where necessary step-up and other transition programs between 9 and 10, 10 and 11, and 11 to 12 to ensure effectiveness.</p> <p>Senior School Attendance is analysed over last 5 years and recommendations proposed.</p>	<p>TM</p> <p>Year Level Leaders</p> <p>Unsure</p> <p>ARO</p> <p>ARO, TS, GS, PL, CP</p> <p>LC, GS, PL, CP</p> <p>ARO</p>	Term 2	6 months: VCE 'Study Success' Orientation program up and running. Student review of program complete New modules and activities identified Attendance by senior school students is highlighted in assemblies and year level programs A full awards policy is written	● ● ●			
			Term 3	12 months: Parents report that expectations and communication about all aspects of the Senior School program are clear Student attendance in the senior school is improved on 2016 Student orientation programs at Year 10, 11 and 12 are up and running Attendance report tabled at leadership and student management teams	● ● ●			
<p>School-wide Positive Relationships</p> <p>Through a range of strategies and practices students, staff and families build relationships that are effective, focused on wellbeing, and build student awareness and self-efficacy. These relationships ensure clarity of expectation, and are made strong by teacher empathy.</p>	<p>Build and maintain a positive school culture through the organisation of whole school activities by Houses, College Captains Portfolios, SRC and Year Levels</p> <p>Whole-school focus on Classroom Behaviour Management, including a review of Clear Rules Policy with community</p> <p>Develop the role and work of the SRC to lift the Student Engagement in "College Life"</p> <p>Increase positive school-wide behaviours through strategies like SAFEMinds (Headspace), Respectful Relationships Education in Schools (RREiS),</p> <p>School-wide positive strategies in learning centres and in Year 9</p> <p>Improve the accuracy and promptness of electronic roll marking</p> <p>Improve communication with parents around achievement and awards</p> <p>Improve communication with parents around absences, misbehaviour and concern</p> <p>Awards/reward/acknowledgement for punctuality, attendance, organisation, etc.</p>	<p>TS, LCL YLL, JS, HLs, TBC</p> <p>Leadership Staff Parents Students</p> <p>JS, TBC</p> <p>BOM</p> <p>CT, TB, LC, JS</p> <p>ARO, JS, All Teachers</p> <p>ARO</p> <p>ARO, Bailey</p> <p>ARO</p>	All Year	6 months: All teachers contribute to the development of a short-term professional learning program on Classroom Behaviour Management in the context of SWPR	● ● ●			
			Term 1 – 3	12 months: Clear Rules Policy is redefined	● ● ●			
			All Year	SRC is operational and has set goals				
			All Year	At least two of the goals of the SRC are underway or completed				
			All Year	Learning Centre/Program leaders can identify three new strategies that have increased positive relationships				
			Term 1-3	There is a significant <5% improvement in unmarked rolls by teachers				
			Term 1-2	Parents receive increased notification of student achievement and awards				
			Semester 2	SMS use to notify parents of student unapproved absence twice per week in random periods				
Term 1-2	Awards policy written, and procedures underway, increases in awards awarded.							



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Improve the leadership capacity of all college leaders						
OTHER IMPROVEMENT MODEL DIMENSIONS		Building leadership teams						
STRATEGIC PLAN TARGETS		All senior and middle leaders participate in a program of coaching / professional conversations for learning.						
12 MONTH TARGETS		<ol style="list-style-type: none"> <li>1. Monitored as per above targets and evidence of impact below</li> <li>2. Members of senior leadership team access promotion and senior leadership opportunities internal and external to the college.</li> </ol>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Professional Development of Leadership  Through school-wide coaching and mentoring, all levels of leadership are developed to support improved student learning.	Leaders lead a SIT to review the effectiveness of Clear Rules Policy, members of community are involved	Leadership team	Term 1	6 months: Published documents of new practices PDP Support teams are running and staff make use of the support to develop and work towards their PDP goals. decrease in student misbehaviours XUNO greater acknowledgement of student achievement – e.g. principal awards, notes on XUNO, parent contact assisting in the development of PDP goals and proposed evidence All curriculum area leaders have contributed to the development of a GSC PLT Inquiry Cycle	● ● ●	data from XUNO data from reports – effort, behaviour etc. survey to parents class survey Mid cycle reviews		
	Leaders develop a positive schools program / shared community “code of conduct” <name to be determined>		Semester Two					
	Leading teachers and APs continue to drive PDP progress		All Year					
	CALs begin structured Professional Development program on leading and facilitating PLC / PLTs based on the work of DuFour.	CALs, JM	Semester One					
				12 months: All staff, students and parents are aware of new community code of conduct School leaders publically recognise the achievement of staff, students and parents who meet the expectations of the code of conduct <name to be determined>. All Curriculum Area Leaders have developed a skill set to allow them to facilitate multiple PLTs within their faculties.	● ● ●			





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	Yes	Select status	<b>[Drafting note</b> 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	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	Yes	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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:				

