

# Annual Implementation Plan: for Improving Student Outcomes

School name: Alkira Secondary College

School number: 8874

Endorsement:

Principal **John SHAW**

School council **John Sutton**

Year: 2017

Based on strategic plan: 2017 – 2020

Senior Education Improvement Leader **Leonie Campbell**

## Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<p>1 To improve outcomes for all students across all curriculum areas with a focus on high growth</p> <p>2 Ensure all students are supported and engaged through the provision of a stimulating learning environment</p> <p>3 Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health</p> <p>To develop an orderly learning environment</p> <p>To improve connectedness of students parents and staff to the college</p>

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:	
<p>The school review 2016 identified a number of priority areas for the school. The following Intent, rationale and focus was agreed to for our strategic plan:</p> <p>If teaching and learning strategies are consistent, differentiated and evidence based then student learning will improve.</p> <p>If the school uses FISO as a framework for determining areas for improvement and implements FISO initiatives to improve student learning, then student outcomes will improve.</p> <p>If the students feel connected to the college and if the school community is aligned to the visions, values and culture of the college then student learning outcomes will improve.</p>	
Key improvement strategies (KIS).	
Improvement initiative:	Key improvement strategies (KIS)
Excellence in teaching and Learning	<ul style="list-style-type: none"> <li>Using collaborative processes develop and implement an agreed instructional model for the college</li> <li>Establish a professional learning program through PDP PLT and PLC closely aligned with the agreed instructional model</li> <li>Develop data literacy and management system and embed use of data to drive individual student improvement and curriculum planning</li> <li>Use college activities and daily organisation to support curriculum areas, student engagement, orderly learning environment and the wellbeing of students and staff.</li> <li>Improve the median study score for VCE and increase the % of over 40 study scores by establishing processes and implementing targeted instruction.</li> </ul>
Positive Climate for Learning	<ul style="list-style-type: none"> <li>Within the FISO framework and with a focus on student voice develop a collective responsibility for the excellence and equity of all students</li> <li>Build the capacity of College staff through professional learning to differentiate and personalise student experiences and learning</li> <li>Establish and embed an agreed behaviour management plan ensuring an orderly learning environment relevant to the changing College culture that accounts for the increasing diversity of the student community</li> <li>Using the schools within schools model, develop structures and processes to promote relationships and meet the wellbeing needs of the students.</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		To improve outcomes for all students across all curriculum areas with a focus on high growth							
IMPROVEMENT INITIATIVE		<b>Excellence in Teaching and Learning:</b> <b>1: Building practice excellence and 2: Curriculum planning and assessment</b>							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>Increased percentage of students showing high growth over 7-9 NAPLAN in Numeracy and Literacy</li> <li>Increase the percentage of students achieving an A and B result across all Victorian curriculum areas</li> <li>Improved median study score VCE to 30 by 2020</li> <li>Improved percentage of students with study score 40+</li> <li>Professional Learning Community moves from evolving to embedding on the PLC maturity matrix</li> </ul>							
12 MONTH TARGETS									
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		Drafting Note			
				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:					
Using collaborative processes to develop and implement an agreed instructional model for the College.	<ul style="list-style-type: none"> <li>Plan and deliver workshop series designed to introduce the parameters of <i>High Impact Instruction</i> and support staff to make connections between / amongst the model, their own practice, student outcomes.</li> <li>Design and implement teacher self-assessments to collect baseline data on teacher efficacy around use of <i>High Impact Instruction</i> and to inform PDP and PLT process.</li> <li>Conduct 'leadership learning walks' focused on developing shared understandings in relation to the specific teaching practices of <i>High Impact Instruction</i>.</li> <li>Implement and analyse data for changes in teacher self-efficacy.</li> <li>Document curriculum plans (whole school – all Domains), aligned to pedagogical approaches of High Instructional Model.</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;L Team</li> <li>T&amp;L Team</li> <li>AP Lake, AP Stevens</li> <li>Leadership</li> </ul>	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>All staff demonstrate knowledge of the <i>High Impact</i> instructional strategies.</li> <li>All staff participate in teaching practice self-assessment.</li> <li>All staff are beginning to use teaching practices from <i>High Impact Instruction</i>.</li> <li>All school leaders have participated in 'leadership learning walks'.</li> <li>Analysis of curriculum plans and configure, as required.</li> </ul>		● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>All staff are using teaching practices from <i>High Impact Instruction</i> and beginning to reflect on how individual teaching practices impact student learning.</li> <li>High teacher participation rate within Learning Walks</li> <li>Second individual teacher self-assessments show changes in teacher self-efficacy.</li> <li>School leaders demonstrate shared understandings in relation to the specific teaching practices.</li> <li>Improved student learning outcomes.</li> <li>Improved student engagement</li> <li>Improved alignment of staff PDPs to goals and targets of the College Strategic Plan and the A.I.P.</li> </ul>		● ● ●			



				<ul style="list-style-type: none"> <li>• An improved cultural shift, alignment to the College 'vision'.</li> <li>• Improved teacher feedback through staff opinion surveys.</li> <li>• Curriculum plans / assessment tasks are documented centrally, linked to known and understood pedagogical practices (including; High Impact Instruction).</li> </ul>				
<p><b>Establish a professional learning program through PDP, PLC and Learning Domains (closely aligned to the agreed instructional model).</b></p>	<ul style="list-style-type: none"> <li>• Revise the PDP process / forms to support staff with goal-setting aligned with <i>High Impact Instruction</i>.</li> <li>• Introduce PLCs and Learning Domains as collaborative inquiry into teaching practices in the <i>High Impact Instruction</i> instructional model.</li> <li>• Research approaches to instructional coaching and select an approach for implementation in 2018</li> <li>• Development of school-based professional development / learning program to support Alkira's identified improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• T&amp;L Team</li> <li>• T&amp;L Team</li> </ul>	T1 2017 –	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>• Staff PD on FISO.</li> <li>• Provision of sample PDP goals to staff, linked to Alkira's improvement initiatives.</li> <li>• All staff have set PDP goals aligned with <i>High Impact Instruction</i> / School improvement initiatives.</li> <li>• All staff involve in PLCs and Learning Domains - collaborative inquiry into <i>High Impact Instruction</i> teaching practices.</li> <li>• Implementation of strategically scheduled teacher PD program, linked to agreed school improvement strategies.</li> <li>• Instructional coaching approaches have been identified and analysis has begun.</li> </ul>	● ● ●			
			T2 2017, ongoing	<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>• All staff can articulate their own professional growth against PDP goals.</li> <li>• Improved monitoring and alignment of PDP goals toward FISO and SSP.</li> <li>• Evidence of staff development shows high growth.</li> <li>• All staff can articulate teaching practices they have implemented within the PLC process and the impact these have had on student learning.</li> <li>• T&amp;L teams support class implementation / teacher understanding and application.</li> <li>• Defined coaching approach for implementation in 2018 selected.</li> </ul>	● ● ●			
<p><b>Develop data literacy and management systems to drive individual / collective student improvement and curriculum planning</b></p>	<ul style="list-style-type: none"> <li>• Reflect and evaluate current school data to identify areas of need.</li> <li>• Engage staff in exploring data collection and analysis tools embedded within <i>High Impact Instruction</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• T&amp;L Team</li> <li>• AP Stevens</li> <li>• AP Lake</li> <li>• LT Cornell</li> </ul>	T1 2017, ongoing	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>• Developed a team. Who is going to drive this formation?</li> <li>• Identified relevant data sets and their management and monitoring.</li> <li>• Developed a process for analysing data.</li> </ul>	● ● ●			
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>• Staff would have an understanding of how to access and use relevant data.</li> <li>• Some staff are using data to inform curriculum planning and pedagogical practice.</li> <li>• An accessible data system is embedded across College programs.</li> <li>• Clear evidence of staff using student data (multiple sources) to improve teaching.</li> </ul>	● ● ●			

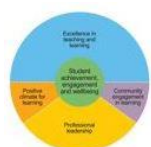


Whole College moderation program established.	<ul style="list-style-type: none"> <li>• Identification of processes and criteria to determine moderation needs at the various year levels.</li> <li>• Develop Yr.7-12 Moderation Program to develop T&amp;L strategies, consistent feedback and assessment.</li> </ul>	AP Mockridge	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>• Moderation criteria identified for each year level.</li> <li>• All staff participate in Domain meetings to determine assessments requiring moderation.</li> <li>• Scheduled moderation processes and protocols established.</li> </ul>	● ● ●			
		Leadership team	End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>• All staff participating in moderation program.</li> <li>• Established moderation processes and protocols.</li> <li>• Improved teacher capacity to pedagogical practice.</li> <li>• Improved student learning engagement and motivation.</li> <li>• Improved student learning outcomes.</li> </ul>	● ● ●			
Explicit use of evidence-based school improvement strategies and teacher professional practice activities.	<ul style="list-style-type: none"> <li>• Plan and deliver Professional Development workshops, explicit to FISO improvement initiatives, specific to Alkira</li> <li>• Research, reflect and evaluate school improvement strategies to which evidence-based approaches will be connected.</li> <li>• Engage staff in the consistent application of pedagogical best practice.</li> </ul>	Principal	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>• Identified evidence-based strategies to be used.</li> <li>• All staff participating in professional development.</li> <li>• All staff will have an understanding of school improvement initiatives.</li> <li>• Developed processes for course data collection.</li> </ul>	● ● ●			
		AP Mockridge AP Lake AP Stevens	End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>• All staff are utilising school improvement initiatives.</li> <li>• All staff using data within curriculum planning.</li> <li>• Evidence of high growth within staff.</li> <li>• Improved monitoring and alignment to PDP goals.</li> <li>• Improved student engagement / outcomes.</li> </ul>				
Improve the median study score for VCE and increase the percentage of 40+ study scores	<ul style="list-style-type: none"> <li>• Establishment of VCE data meetings which focus on VASS subject triangulated data and the development of goals and strategies to increase student outcomes.</li> <li>• VCE/VCAL teacher's meetings with a focus on targeted PD and mini workshops (e.g. moderation/feedback).</li> <li>• All staff to moderate SAC/SAT results and work with a college buddy to minimise input error on VASS.</li> <li>• Production of a VCE/VCAL teacher's handbook and student/parents handbook, quick reference guide for VCE teachers.</li> <li>• Consolidate the Casey VCE Teachers Network to establish a culture of shared material and support.</li> <li>• Monitor 'At Risk' students providing counselling towards a targeted pathway.</li> <li>• Develop a process to ensure all exiting year 12 students are tracked</li> </ul>	Assistant Principal for Later Years	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>• VCAA presentation of Statistical Moderation to all VCE and interested Staff-Feb 2017.</li> <li>• VCE Staff meetings to be on the school calendar and run twice each term with PD built into these meetings.</li> <li>• VCE teacher buddies selected.</li> <li>• VCE teachers hand book and student/parent handbook completed.</li> <li>• 2017 launch of the Casey VCE teachers network.</li> <li>• All year 12 teachers to have had subject data meetings (one on one) with AP for later years and goals and strategies identified.</li> </ul>	● ● ●			
		Later Years Team	End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>• All 'At risk' students monitored and pathway planned.</li> <li>• Process developed to monitor exiting Yr12 students and data collected from this to inform destinations.</li> <li>• All VCE teachers attend and participate within the Casey VCE teachers Network.</li> <li>• All VCE teachers following processes for the input of subject data and moderating student work.</li> <li>• VCE Data meetings final reflections completed.</li> <li>• All VCE/VCAL teachers participated in staff meetings and attended mini PD's.</li> </ul>	● ● ●			



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<p><b>Ensure all students are supported and engaged through the provision of a stimulating learning environment</b>          Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health          To develop an orderly learning environment          To improve the connectedness of students, parents and staff to the College.</p>							
IMPROVEMENT INITIATIVE	<p><b>Positive Climate for Learning:</b>  <b>1: Empowering Students and 2: Building School Pride</b></p>							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> <li>• <b>Improvement in Staff survey results for:</b> Professional learning, teaching, and learning modules.</li> <li>• <b>Improvement in Parent Opinion Survey results for:</b> Student engagement: Connectedness, Student motivation</li> <li>• <b>Improvement in Student Attitude to school survey Teaching and Learning for;</b> Stimulating learning, teacher effectiveness and teacher empathy.</li> <li>• <b>Improvement in Parent Opinion survey;</b> School Climate: Reporting, teacher morale</li> <li>• <b>Improvement in Student Attitude to school survey: Teaching and Learning;</b> School connectedness, student safety classroom behaviour</li> <li>• <b>Improvement in Staff survey results;</b> School climate modules.</li> </ul>							
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
[Drafting Note- report here the KIS from the previous summary page]	[Drafting Note- report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	Drafting Note	Drafting Note	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]	Estimate	YTD
Develop a collective responsibility for the excellence, equity and safety of all students.	<ul style="list-style-type: none"> <li>• Appoint Student Welfare and Wellbeing Leaders.</li> <li>• Develop an approach to equity and excellence within the College (across all year levels) through PC curriculum.</li> </ul>	Leadership	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>• Appointment of several Student Welfare Wellbeing Leaders (SWWL), with clear rationale of wellbeing and welfare student support.</li> <li>• PC curriculum introduced.</li> <li>• All staff (teacher and ES) meeting Child safety standards requirements; including documentation provision.</li> </ul>	● ● ●			
		Wellbeing Team	End 2017	<b>12 months:</b> PC curriculum embedded in our programs including: <ul style="list-style-type: none"> <li>• A focused and targeted wellbeing program.</li> <li>• A focused career pathways program.</li> <li>• A focused approach to diversity in the school.</li> </ul>	● ● ●			
Establish a program to develop student leadership; creating positive school experiences and improved 'positive climate' outcomes.	<ul style="list-style-type: none"> <li>• Develop a new approach to student leadership, with a focus on enhanced student voice and empowerment.</li> <li>• Promote and embed school improvement initiatives that enhance student voice opportunities.</li> </ul>	AP Lake	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>• POR appointment to student voice.</li> <li>• Establishing parameters of student leadership, voice and empowerment, leading to creation of defined student leadership roles and opportunities.</li> <li>• Professional development to staff on student leadership.</li> <li>• Development of a defined PC program that caters for Child Safety Standards, student leadership provision.</li> </ul>	● ● ●			



	<ul style="list-style-type: none"> <li>Define leadership and role clarity.</li> <li>Appoint a POR dedicated to student voice and empowerment.</li> </ul>		End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>Explicit student feedback mechanisms established to foster student opinions, voice and school improvement.</li> <li>Improved formal processes and opportunities to facilitate student opinions on school improvement.</li> <li>Improved student leadership; in clarity and roles.</li> <li>Improved teacher capacity to identify and delivery student voice and leadership opportunities for students in the classroom environment.</li> </ul>	● ● ●			
<b>Build the capacity of College staff through professional development to differentiate and personalise student learning experiences.</b>	<ul style="list-style-type: none"> <li>Use data and results of coaching observation to determine focus areas for PLCs and Learning Domains.</li> <li>Develop a PD plan aligned to FISO priorities and College needs.</li> <li>Promote the development of student portfolios to support learning differentiation.</li> </ul>	AP T&L	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>Identify and establish PLCs.</li> <li>Develop PD Plan (SPA)</li> </ul>	● ● ●			
		AP MOCK AP LAKE	End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>Analyse existing Alkira SC data.</li> <li>All staff to be competent in the use and application of data and other sources of learning evidence.</li> <li>Investigate student portfolios that are available</li> </ul>	● ● ●			
<b>Establish and embed an agreed behaviour management plan to maximise an orderly learning environment and student diversity.</b>	<ul style="list-style-type: none"> <li>Appointment of Sub-School Student Engagement and Wellbeing Leaders.</li> <li>Review current behaviour management processes and protocols.</li> <li>Professional development to staff in positive learning approaches.</li> </ul>	Principal	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>Improved relationships and understandings of our student needs.</li> <li>A new behaviour management plan developed and implemented.</li> <li>Introduction of professional development in positive behaviours.</li> </ul>	● ● ●			
		All APs  All staff	End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>Improved student management data</li> <li>Improved student connectedness data</li> </ul>	● ● ●			
<b>Using the schools within school's model to develop structures and processes towards promoting the health, wellbeing, inclusion and engagement of all students.</b>	<ul style="list-style-type: none"> <li>Appointment of Student Welfare and Wellbeing Leaders.</li> <li>Develop and implement a revised PC curriculum.</li> <li>The development of a holistic approach to student pathways.</li> </ul>	SWWL	S1 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>A SW team developed, collaborative and recognised.</li> <li>Presentation of a four-year SW plan.</li> <li>A semester worth of PC curriculum will be developed</li> </ul>	● ● ●			
		Welfare Leader  AP STEV	End 2017	<b>12 months:</b> <ul style="list-style-type: none"> <li>A year's worth of PC curriculum will be developed.</li> <li>Improved use of student welfare data.</li> <li>Reflecting and updating wellbeing related policies.</li> </ul>	● ● ●			



## Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To improve the internationalisation of Education						
OTHER IMPROVEMENT MODEL DIMENSIONS								
STRATEGIC PLAN TARGETS		To consolidate the relationships between the Jinzhou educational province (China) towards facilitating a long-term education program						
12 MONTH TARGETS								
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	Drafting Notes	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]		
<b>Develop a high quality International Student Program, leading to increased relationships with China.</b>	<ul style="list-style-type: none"> <li>Reflect and evaluate current school policies and protocols in line with DET requirements and identify areas of need.</li> <li>Develop networks with neighbouring Government Schools.</li> <li>Liaise with DET in the ongoing development of our international program, specifically targeting marketing opportunities to China and residential program.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>AP Looker</li> <li>C. Kang</li> <li>M. Chaudhry</li> </ul>	Term 1 audit	<b>6 months:</b> <ul style="list-style-type: none"> <li>The appointment of International Student Program to support leaders (student based / language based).</li> <li>Created networking relationships with International Schools- Kambrya SC, Frankston SC, Melbourne Girls College, Balwyn SC.</li> <li>Creation of new school policies, processes and updated documentation, leading to a successful audit in Semester 1.</li> <li>Formal and informal meetings with Wendy Fan and hosting Jinzhou education district delegations to support Chinese-Alkira SC networks.</li> </ul>	● ● ●			
			Term 3	<b>12 months:</b> <ul style="list-style-type: none"> <li>Improved marketing of the school, leading to increased international student enrolment.</li> <li>Hosting sister-school visitations, connected to homestay for three Chinese schools in Semester 2.</li> <li>The development of a constructive MOU between DET / Jiangsu Province / Alkira SC in the creation of a substantive international student program.</li> <li>High quality feedback from international community in regard to:                             <ul style="list-style-type: none"> <li>Programs</li> <li>Services</li> <li>Wellbeing confidence</li> </ul> </li> </ul>	● ● ●			



# 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<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]				
<b>Considerations for 2018:</b>				

