

# Annual Implementation Plan: for Improving Student Outcomes

School name: Cobden Primary School

Year: 2017

School number: 864

Based on School Strategic Plan: 2016- 19

Endorsement: Feb 2017

Principal: Peter Lee

Senior Education Improvement Leader: Tony Fowler

School council: Craig Hanks

## Section 1: The school's FISO High-impact Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

SCHOOL STRATEGIC PLAN GOALS	FISO IMPROVEMENT PRIORITIES	FISO HIGH-IMPACT IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – choose one or two FISO improvement initiatives for focus in the 2017 year]	
<ul style="list-style-type: none"> <li>To improve student achievement growth in literacy and numeracy P-6 with a particular focus on Numeracy.</li> <li>To develop students social and emotional learning.</li> <li>To continue to provide a safe, supportive, orderly, inclusive and stimulating environment for the school community.</li> <li>To align the schools human, physical and financial resources with the schools strategic intent.</li> </ul>	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	

### FISO HIGH-IMPACT 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 2017. 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.

Student Outcomes are our core business. For the period of our previous Strategic Plan, Cobden Primary School had improved results in NAPLAN and Teacher Judgements. Our Growth across the school in all key areas of Literacy and Numeracy was very good in 2016 but we need to continue this growth and it requires consistency. **The 2016 benchmarks and 2017 targets are as below.**

It was identified through our School Review in 2015 that we should develop a strong common purpose approach to our teaching and learning. We felt, and it was mentioned by our peers, that we do a variety of good things but it would be an advantage to focus less on quantity and develop quality. We have two new staff in teaching positions in 2017 and four teachers in their second year of teaching so it is vital that they are mentored in strong, consistent, common purpose curriculum delivery. Our equity funding for the 2017 school year amounted to \$121 500.00. This funding will be used to employ 2 Graduate teachers (\$122 644.00) to release Renae Bernoth and Kerry Guthrie from classroom duties in order to mentor these new teachers in best practice. Staff will have a formalised peer mentoring program which will be co-ordinated by Ms Bernoth and Mrs Guthrie. In addition to this, students will also benefit from small group work with Ms Bernoth and Mrs Guthrie to target areas of need. Ms Bernoth and Mrs Guthrie will oversee the whole school assessment and evaluation plan. A point of difference here will be to provide opportunity for extension to middle and high achieving students as well as remedial work. We can expect a high end assessment, planning, implementation, assessment and evaluation cycle.

In summary- Equity Funding

Renae Bernoth / Kerry Guthrie- 16.5 hours contact- mentoring staff x 2 <b>Equity funding 0.43 EFT x \$61 322.00 –x 2</b> <b>\$53 253.00 approx. p.a</b>	Renae Bernoth / Kerry Guthrie-4 hours preparation for mentoring instruction/ PD. X 2 <b>Equity funding 0.12 EFT x \$61 322.00 – x2</b> <b>\$14 716.00 approx. p.a</b>	Renae Bernoth/ Kerry Guthrie- 16.5 hours contact- with students identified in small group intervention/ extension/ assessment/ evaluation program x2 <b>Equity funding 0.43 EFT x \$61 322.00 –x 2</b> <b>\$53 253.00 approx. p.a</b>
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Growth Analysis Vic Achievement Standards- Semester 2- 2015- Semester 2- 2016												
Year Level	Reading		Speaking/Listening		Writing		Maths Meas/Geo		Maths Num/Alg		Maths Stat/Prob	
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4	1.28	1.00	1.03	1.00	1.00	1.00	1.01	1.00	1.07	1.00	1.05	1.00
3	1.09	1.00	1.02	1.00	1.02	1.00	1.00	1.00	1.14	1.00	1.02	1.00
2	1.40	1.00	1.10	1.00	1.19	1.00	1.05	1.00	0.98	1.00	1.02	1.00
1	1.20	1.00	1.20	1.00	1.28	1.00	1.38	1.00	1.28	1.00	1.28	1.00

NAPLAN –Relative Growth by Domain- Med/High Growth % (Yr 3 – Yr 5)	2016 actual	2017 target
Grammar & Punctuation	100%	Maintain or better
Numeracy	82%	Maintain or better
Reading	82%	Maintain or better
Spelling	82%	Maintain or better
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### KEY IMPROVEMENT STRATEGIES (KIS)

List Key Improvement Strategies for implementation of the chosen FISO High-impact Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, 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.

#### FISO IMPROVEMENT INITIATIVE KEY IMPROVEMENT STRATEGIES(KIS)

Building practice excellence	<ul style="list-style-type: none"> <li>Building teacher capacity to develop <b>agreed processes to ensure consistent practices</b> associated with the identification, collaboratively planning, teaching and reporting on each students' point of learning ( POL ).</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Building teacher <b>capacity to use multiple sources of data to identify, collaboratively plan, teach, assess, evaluate and report on each</b> students' point of learning ( POL ).</li> </ul>



Framework for Improving Student Outcomes

Published: September 2016

## Section 2: FISO High-impact Improvement Initiative - detail

The table below is designed to plan for and monitor the FISO 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.

Please note: In 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. Delete dots as appropriate.]

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>To improve student achievement growth in literacy and numeracy P-6 with a particular focus on Numeracy.</li> <li>To align the schools human, physical and financial resources with the schools strategic intent.</li> <li>To develop students social and emotional learning.</li> <li>To continue to provide a safe, supportive, orderly, inclusive and stimulating environment for the school community.</li> </ul>																												
<b>FISO IMPROVEMENT INITIATIVE</b>	Building practice excellence																												
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Teaching and Learning variables in the Student Attitudes to School Survey indicate an above state average score 4.70+, which is maintained from our 2015 peak.</li> <li>For the duration of this cycle all students will achieve a rate of growth in all areas of the Victorian Curriculum of 1.0. This will be an improvement from an average 90% in 2015.</li> <li>For the duration of this cycle Relative Growth to maintain at an average 80% medium-high category in NAPLAN in reading, writing and numeracy. This will be improved or maintained from the current 2014- 15 averages of; Reading 80.5%, Writing 74% and Numeracy 74%.</li> <li>For the duration of this cycle the General Satisfaction variable in the Parent Opinion Survey at Cobden Primary School maintains a score of 6.15 which is the school average from 2013-15. This remains above the State average which is 5.85 for the same period.</li> <li>School Climate overall variable in the Staff Opinion Survey indicate state average or better for Primary Schools for the duration of this cycle. The 2015 score for CPS was 78.8 percentile as compared with State Primary Schools of 80 percentile.</li> <li>For the duration of this cycle the Wellbeing variables in the Student Attitudes to School Survey will average 6.4+. For 2015, Cobden Primary School registered a score of 6.61. This remains above the State average which is 5.80 for the same period.</li> <li>For the duration of this cycle the student attendance rate is to reflect the state mean.</li> <li>The 2014-15 average for CPS stands at 13.45 days per student compared with State Primary Schools of 14.64 for the same period.</li> <li>For the duration of this cycle the Parent opinion survey, student motivation and school connectedness will register at or above the state mean. For 2015, Cobden Primary School registered a score of 6.10. This remains above the State average which is 5.72 for the same period.</li> <li>For the duration of this cycle the Transition variable in parent survey will register above 6.0. For 2015, Cobden Primary School registered a score of 6.31. This remains above the State average which is 5.78 for the same period.</li> </ul>																												
<b>12 MONTH TARGETS</b>	<p>In 2017, Teaching and Learning component in the Student Attitudes to School Survey indicate as follows:</p> <table border="1" data-bbox="549 1228 1647 1701"> <thead> <tr> <th>Teaching and Learning Component</th> <th>2017 target</th> <th>2016 actual</th> <th>State 2016 actual</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td><i>Maintain or better</i></td> <td>4.19</td> <td>4.13</td> </tr> <tr> <td>School Connectedness</td> <td><i>Maintain or better</i></td> <td>4.55</td> <td>4.36</td> </tr> <tr> <td>Stimulating Learning</td> <td><i>Maintain or better</i></td> <td>4.30</td> <td>4.09</td> </tr> <tr> <td>Student Motivation</td> <td><i>Maintain or better</i></td> <td>4.55</td> <td>4.55</td> </tr> <tr> <td>Teacher Effectiveness</td> <td><i>Maintain or better</i></td> <td>4.55</td> <td>4.38</td> </tr> <tr> <td>Teacher Empathy</td> <td><i>Maintain or better</i></td> <td>4.54</td> <td>4.41</td> </tr> </tbody> </table>	Teaching and Learning Component	2017 target	2016 actual	State 2016 actual	Learning Confidence	<i>Maintain or better</i>	4.19	4.13	School Connectedness	<i>Maintain or better</i>	4.55	4.36	Stimulating Learning	<i>Maintain or better</i>	4.30	4.09	Student Motivation	<i>Maintain or better</i>	4.55	4.55	Teacher Effectiveness	<i>Maintain or better</i>	4.55	4.38	Teacher Empathy	<i>Maintain or better</i>	4.54	4.41
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In 2017, Relative Growth will reflect an average 80% + medium-high category in NAPLAN in each domain.

NAPLAN –Relative Growth by Domain- Med/High Growth % (Yr 3 – Yr 5)	2016 actual	2017 target
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Writing	82%	<i>Maintain or better</i>

In 2017, all non- PSD and special needs students will achieve a rate of growth in all areas of the Victorian Curriculum of 1.0. As follows:

Growth Analysis Vic Achievement Standards - Semester 2- 2016- Semester 2- 2017												
Year Level	Reading		Speaking/Listening		Writing		Maths Meas/Geo		Maths Num/Alg		Maths Stat/Prob	
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5	1.00	1.00	0.98	1.00	0.98	1.00	0.98	1.00	1.02	1.00	1.21	1.00
4	0.95	1.00	0.88	1.00	0.97	1.00	0.55	1.00	0.75	1.00	0.73	1.00
3	0.82	1.00	0.96	1.00	0.88	1.00	0.86	1.00	0.83	1.00	0.86	1.00
2	1.04	1.00	1.08	1.00	1.02	1.00	1.08	1.00	1.06	1.00	1.06	1.00
1	0.98	1.00	0.88	1.00	0.81	1.00	1.00	1.00	1.06	1.00	1.00	1.00

In 2017, School Climate components will reflect 80%+ endorsement from staff through the staff survey as follows:

Climate Component	2017 target	2016 actual
Collective Efficacy	<i>Maintain or better</i>	80.1%
Collective Responsibility	<i>Maintain or better</i>	97.4%
Teacher Collaboration	<i>Maintain or better</i>	93.8%
Collective focus on Student learning	<i>Maintain or better</i>	100%
Guaranteed and Viable Curriculum	<i>Maintain or better</i>	94.2%

For 2017, the School Climate variables in the Parent Opinion Survey at Cobden Primary School is maintained above the state average as follows:



<b>Parent Opinion Survey- School means plotted against Primary School Means</b>			
<b>School Climate</b>	<b>School Mean 2017 Target</b>	<b>School Mean 2016 actual</b>	<b>State Mean 2016 actual</b>
School Improvement	<i>Maintain or better</i>	6.03	5.62
Stimulating Learning	<i>Maintain or better</i>	6.43	5.74
Behaviour Management	<i>Maintain or better</i>	5.83	5.44
Reporting	<i>Maintain or better</i>	6.21	5.52
Learning Focus	<i>Maintain or better</i>	6.19	5.70
General Satisfaction	<i>Maintain or better</i>	6.33	5.84
<b>Student Behaviour</b>	<b>School Mean 2017 Target</b>	<b>School Mean 2016 actual</b>	<b>State Mean 2016 actual</b>
Student Safety	<i>Maintain or better</i>	5.42	5.47
Classroom Behaviour	<i>Maintain or better</i>	4.83	4.24
<b>Student Engagement</b>	<b>School Mean 2017 Target</b>	<b>School Mean 2016 actual</b>	<b>State Mean 2016 actual</b>
Student Motivation	<i>Maintain or better</i>	6.15	5.56
School Connectedness	<i>Maintain or better</i>	6.48	5.74

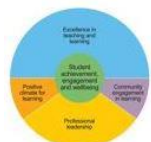
School Climate overall variable in the Staff Opinion Survey indicate state average or better for Primary Schools for 2016.

<b>Staff Opinion Survey- School means plotted against Primary School Means</b>		
<b>School Climate Overall</b>	<b>School Mean 2017 Target</b>	<b>School Mean 2016 actual</b>
% Endorsement	<i>Maintain or better</i>	86.8%

Student Survey Results indicate better than State Average in the following components:

<b>Teaching and Learning Component</b>	<b>2017 target</b>	<b>School 2016 actual</b>	<b>State 2016 actual</b>
School Connectedness	<i>Maintain or better</i>	4.55	4.36
Stimulating Learning	<i>Maintain or better</i>	4.30	4.09
Student Motivation	<i>Maintain or better</i>	4.55	4.55

During 2017, the student attendance target is as follows:



Student Absences- Days per Full Time Equivalent	School 2016 actual	State 2016 actual	2017 target
Prep- Yr 6	15.73	14.63	<State Mean

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		
					Progress	Evidence of impact	Budget



					Status		Estimate	YTD	
Build teacher capacity to develop <b>agreed processes to ensure consistent practices</b> associated with the identification, collaboratively planning, teaching and reporting on each students' point of learning ( POL ).	<b>EVALUATE and DIAGNOSE</b> Much of this work commenced in 2016.  Research best practice <b>staff mentoring</b> models from a range of sources and present to leadership.	Leadership	By week 3	6 months: Options for staff mentoring program produced and presented to staff.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
				12 months: N/A	● ● ●				
	<b>PRIORITISE and SET GOALS</b> Present Final Mentoring model to staff.	Leadership	By week 8	6 months: Staff Mentoring model documented and presented to all staff.	● ● ●				
				12 months: N/A	● ● ●				
	<b>DEVELOP and PLAN</b> Prepare and present a draft staff mentoring implementation plan for staff input and follow up with a consultation period of two weeks.  Prepare and cost implementation of the staff mentoring plan.  Prepare and present a draft meeting schedule that supports the implementation of the staff mentoring plan and follow up with a consultation period of two weeks.  Develop an agreed and documented meeting schedule for 2017 that supports the implementation of the staff mentoring plan.	Leadership	End term 1	6 months: Draft Mentoring Plan completed.	● ● ●		Equity \$53K apprx. p.a		
				Start Term 1 Start Term 2	Staff Mentoring plan fully costed in the SRP and identified in the Workforce Plan.				● ● ●
				Week 2 Term 2	Meeting schedule aligning staff mentoring program is developed.				● ● ●
				12 months: N/A	● ● ●				
	<b>IMPLEMENT and MONITOR</b> Implementation of the mentoring plan is initiated.  All staff implementing stage 1 of the mentoring plan into classroom practice.  Leadership team conduct mentoring sessions as per timetable. PLT meetings to have a standing agenda item to discuss progress of the mentoring program and the positive effect consistent curriculum delivery across Literacy and Numeracy has on student outcomes.  Staff PDP's reflections/ evaluations analyse the success/ challenges of the whole school goals in relation to the staff mentoring program.	All teaching staff	Week 4 Term 2	6 months: Staff Mentoring plan is underway.	● ● ●				
				Term 2	Impact of the Staff Mentoring plan is evident in classroom practice.				● ● ●
Term 2-4				Leadership teams in line with PLT's conduct staff mentoring sessions as per timetable. Staff feedback is gathered, analysed and evaluated at PLT, Staff and Consultative meetings.	● ● ●				
On-Going				12 months: Staff PDP's reflections/ evaluations analyse the success/ challenges of the staff mentoring programs. School Targets as presented are met and in part can be attributed to teacher efficacy as a result of the Staff mentoring program.	● ● ●				



## Section 2: FISO High-impact Improvement Initiative – detail

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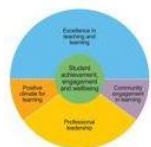
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School Improvement	<i>Maintain or better</i>	6.03	5.62
Teacher Morale	<i>Maintain or better</i>	6.48	5.80
Stimulating Learning	<i>Maintain or better</i>	6.43	5.74
Behaviour Management	<i>Maintain or better</i>	5.83	5.44
Reporting	<i>Maintain or better</i>	6.21	5.52
Learning Focus	<i>Maintain or better</i>	6.19	5.70
Homework	<i>Maintain or better</i>	5.88	5.05
Transitions	<i>Maintain or better</i>	6.48	5.76
General Satisfaction	<i>Maintain or better</i>	6.33	5.84
<b>Student Behaviour</b>	<b>School Mean 2017 Target</b>	<b>School Mean 2016 actual</b>	<b>State Mean 2016 actual</b>
Classroom Behaviour	<i>Maintain or better</i>	4.83	4.24
<b>Student Engagement</b>	<b>School Mean 2017 Target</b>	<b>School Mean 2016 actual</b>	<b>State Mean 2016 actual</b>
Student Motivation	<i>Maintain or better</i>	6.15	5.56
Social Skills	<i>Maintain or better</i>	6.26	5.73
School Connectedness	<i>Maintain or better</i>	6.48	5.74



Student Survey Results indicate better than State Average in the following components:

Teaching and Learning Component	2017 target	School 2016 actual	State 2016 actual
School Connectedness	<i>Maintain or better</i>	4.55	4.36
Stimulating Learning	<i>Maintain or better</i>	4.30	4.09
Student Motivation	<i>Maintain or better</i>	4.55	4.55

During 2017, the Wellbeing component in the Student Attitudes to School Survey will be as follows:

Well Being Component	2017 target	School 2016 actual	State 2016 actual
Student Distress	<i>Maintain or better</i>	6.18	5.91
Student Morale	<i>Maintain or better</i>	6.22	5.69

During 2017, the student attendance target is as follows:

Student Absences- Days per Full Time Equivalent	School 2016 actual	State 2016 actual	2017 target
Prep- Yr 6	15.73	14.63	<State Mean



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Building teacher capacity to use multiple sources of data to identify, collaboratively plan, teach, assess, evaluate and report on each students' point of learning ( POL ).	<b>EVALUATE and DIAGNOSE</b> Much of this work commenced in 2016.	Leadership	By week 4	6 months: Options for whole school data collection and analysis produced and presented to staff.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
	Research best practice <b>school data</b> models from a range of sources and present to leadership.			Results of consultation collated, documented and circulated to staff.					
	Prepare and Present options to leadership at Consultative for further discussion at PLT.			12 months: N/A	● ● ●				
	<b>PRIORITISE and SET GOALS</b> Present final assessment schedule and evaluation model to staff.			6 months: Assessment schedule and evaluation model documented and presented to all staff.	● ● ●				
	Develop draft whole school goals- in terms of data assessment/ analysis / evaluation- for PDP's 2017. Workshop to arrive at common goals.	Leadership	By week 8	End term 1	Staff PDP's align with the whole school assessment schedule and evaluation model.	● ● ●			
				12 months: N/A	● ● ●				
	<b>DEVELOP and PLAN</b> Prepare and present a draft assessment schedule/ evaluation implementation plan for staff input and follow up with a consultation period of two weeks.	Leadership	End term 1	6 months: Assessment schedule/ evaluation Plan completed.	● ● ●		Equity \$53K apprx. p.a		
	Prepare and cost implementation of the assessment schedule/ evaluation plan.			Start Term 1					Assessment schedule/ evaluation plan fully costed in the SRP and identified in the Workforce Plan.
	Prepare and present a draft meeting schedule that supports the implementation of the assessment schedule/ evaluation plan and follow up with a consultation period of two weeks.			Start Term 2					Meeting schedule aligning assessment schedule/ evaluation plan is developed.
	Develop an agreed and documented meeting schedule for 2017 that supports the implementation of the assessment schedule/ evaluation plan. At these meetings student data will be analysed to inform planning, implementation, assessment and evaluation across Literacy and Numeracy domains.			Week 2 Term 2					Meeting schedule aligning assessment schedule/ evaluation plan is operational.
				12 months: N/A					● ● ●
	<b>IMPLEMENT and MONITOR</b> Implementation of the assessment schedule/ evaluation plan is initiated.			All teaching staff					Week 4 Term 2
All staff implementing stage 1 of the assessment schedule/ evaluation plan into classroom practice.	Term 2	Impact of the assessment schedule/ evaluation plan plan is evident in classroom practice.							
Leadership team conduct mentoring sessions as per timetable. PLT meetings to have a standing agenda item to discuss progress of the assessment schedule/ evaluation program.	Term 2-4	Staff feedback is gathered, analysed and evaluated at PLT, Staff and Consultative meetings.							
Staff PDP's reflections/ evaluations analyse the success/ challenges of the whole school goals in relation to the assessment schedule/ evaluation program.	On-Going	Staff PDP's reflections/ evaluations analyse the success/ challenges of the assessment schedule/ evaluation program. School Targets as presented are met and in part can be attributed to teacher efficacy as a result of the assessment schedule/ evaluation program.							
			12 months: N/A	● ● ●					



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# Section 4: School Self-Evaluation

For the chosen FISO initiatives and dimensions, evaluate using the Continua of Practice and document evidence and analysis of progress towards goals and targets. You can find the Continua of Practice [here](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Continua.aspx)

For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.

[**Drafting Note** School self-evaluation section enables schools to continuously collect, monitor and analyse school data about 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 School 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>	Yes	4 - Excelling	[ <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 and targets.]
	<b>Curriculum planning and assessment</b>	Yes	4 - Excelling	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	<b>Building leadership teams</b>	No	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	<b>Empowering students and building school pride</b>	No	Select status	
	<b>Setting expectations and promoting inclusion</b>	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	<b>Building communities</b>	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]				
<b>Next Steps:</b>				

