

Annual Implementation Plan: for Improving Student Outcomes

School name: Lara Lake Primary School

Year: 2017

School number: 0769

Based on strategic plan: 2016 - 2019

Endorsement:

Principal [name] [date]

Senior Education Improvement Leader [name] [date]

School council [name] [date]

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals
<ul style="list-style-type: none"> To improve student achievement in key areas of Numeracy and Literacy. Improve student engagement across the school so that every child is connected and challenged in their learning. To optimize individual student development and growth through the provision of a safe and supportive environment. To effectively allocate and use resources to the best possible effect and in the best possible combination to support improved student outcomes and achieve the goals and targets of the SSP (2016-19) To enhance whole school planning and program delivery, particularly through improved staff capacity and efficacy of Professional Learning Teams (PLTs).

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.

Excellence in Teaching and Learning

Building Practice Excellence

PLT's
 Over the 2016 AIP, P-6 Professional Learning Teams (PLT's) teams have been embedded to better support teacher development, collegiate practice and student learning. Teachers understand the link between their practice and student learning. Teacher use student data to identify areas for student improvement. PLT's act as the vehicle for systemic professional learning cross the school. Teachers link documented evidence within the PLT to practice within the classroom in the form of an ongoing inquiry cycle. As we move towards excelling within the continuum status, we need to more closely link Professional Learning within the PLT to effective practice in the classroom and in turn to student outcomes.

Instructional Model
 Over the 2016 AIP the school began preliminary investigations around an agreed instructional model. An audit was conducted around staff understanding of the term Instructional Model and related practices. A base model was agree upon at Leadership level. Our 2017 work involves gaining staff input into the model, with a view to eventual staff ratification of the model. We will engage in some professional learning around the model, then use the model then to scaffold, support and evaluate agreed teacher practice.

Data
 Our 2016 Naplan results would indicate a low achieving cohort in Year 3 2016. Of particular note is the performance of these students against State in the key areas of Reading and Numeracy. In 2017 we will implement snapshot testing to gauge student progress against Naplan. We will discuss this data at PLTs and plan curriculum accordingly.

Over the 2016 AIP teaching teams collected and then evaluated data to measure student progress. The next step in 2017 is to make closer links between student data, effective classroom practice and the impact on student learning. We aim to embed the four key questions

- What do we expect our students to learn?
- How will we know they are learning?



- How will we respond when they don't learn?
- How will we respond if they already know it?

Curriculum Planning and Assessment

At this present stage whole school curriculum documentation does not exist to support the implementation of the Victorian Curriculum. Our 2017 work involves development and refinement of sequential Curriculum Documentation across the school, including Scope and Sequence documents in the key Curriculum areas of Mathematics and Reading and the development of Guaranteed Curriculum in these areas.

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	<ul style="list-style-type: none"> • Professional Learning Teams – Examine data at Professional Learning Teams. Make a closer link between the examination and analysis of data to teacher practices. In an inquiry cycle, link teacher practices to student outcomes, and in turn use student outcome data to inform and evaluate pedagogy. • Instructional Model – Develop an agreed Instructional Model, then use this model as the basis for Professional Learning around effective pedagogy. • Data – Establish a regular cycle of data examination and evaluation at Professional Learning Teams. Use data as the basis for agreed actions and proof of pedagogical effectiveness, focusing on student growth.
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Guaranteed Curriculum – Develop Curriculum Documentation across the school, including Scope and Sequence documents in the key Curriculum areas of Mathematics and Reading and the development of Guaranteed Curriculum in these areas.

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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	To improve student achievement in key areas of Numeracy and Literacy.
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	Targets: <ol style="list-style-type: none"> In each individual year (2016-19) in the key areas of Reading, Writing and Numeracy, increase the proportion of students in the top 3 bands in Years 3 and 5 as measured by Naplan. In each individual year (2016-19) increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort) In each individual year (2016-19) decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort)

12 MONTH TARGETS

% OF STUDENTS IN TOP 3 BANDS												
	Reading				Writing				Numeracy			
	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017
Yr 3 Top 3 bands	83%	85%	76.92%	85%	89%	90%	86.40%	90%	75%	80%	68.65%	75%
Yr 5 Top 3 bands	61%	65%	63.01%	67%	58%	62%	58.73%	65%	62%	65%	63.01%	67%
% OF STUDENTS WITH HIGH GROWTH (MATCHED COHORT)												
	Reading				Writing				Numeracy			
	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017
High Growth	23%	25%	16%	25%	23%	25%	21%	25%	26%	27%	24%	27%
% OF STUDENTS WITH LOW GROWTH (MATCHED COHORT)												
	Reading				Writing				Numeracy			
	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017	Average 2012 - 2015	Target 2016	Achieved 2016	Target 2017
Low Growth	25%	23%	31%	23%	27%	25%	44%	25%	18%	16%	21%	16%

KEY IMPROVEMENT STRATEGIES	ACTIONS / HOW	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Professional Learning Teams – Examine data at Professional Learning Teams. Make a closer link	Professional Learning Teams will - ✓ Examine data in the key areas of Mathematics and Reading on a cyclic basis ✓ Analyse student data and use this to engage in	Leadership Team Department	Ongoing throughout the year	6 months: Using key metrics such as Effect Size, SPA Metrics (such as Scale Score) to measure relative growth. For example - • PAT (Maths and Reading)	● ● ●			



<p>between the examination and analysis of data to teacher practices. In an inquiry cycle, link teacher practices to student outcomes, and in turn use student outcome data to inform and evaluate pedagogy</p>	<p>inquiry cycles</p> <ul style="list-style-type: none"> ✓ Engage in Professional Learning around effective teacher practice in response to student data. ✓ Re-examine data after engaging in the inquiry cycle to look at student growth and measure impact through effect size. ✓ Close the loop around use of data by evaluating impact and consider further implications for practice. <p>Professional Learning will occur through Professional Reading, collegiate visits, coaching and whole school forums</p>	<p>Professional Learning Teams</p> <p>All teaching staff members</p>		<ul style="list-style-type: none"> • Pre and Post Testing • F and P • Victorian Curriculum (VELS) • <i>E.g. Our growth exceeds expected in PAT Maths and PAT Reading within and between year growth periods.</i> <p>12 months: Using key metrics such as Effect Size, SPA Metrics (such as Scale Score) to measure relative growth. For example -</p> <ul style="list-style-type: none"> • PAT (Maths and Reading) • Pre and Post Testing • F and P • Victorian Curriculum (VELS) • <i>E.g. Our growth exceeds expected in PAT Maths and PAT Reading within and between year growth periods.</i> 																	
<p>Instructional Model – Develop an agreed Instructional Model, then use this model as the basis for Professional Learning around effective pedagogy.</p>	<p>At Leadership Level, develop a draft Instructional Model comprising 8 Strategies from Marzano and Hattie. Engage whole staff in workshopping the draft Instructional Model to ensure ownership and input. Establish a ratified Instructional Model. Elements of Instructional Model will support Inquiry Cycles inside Professional Learning Teams. Staff will identify key area/s for growth inside the Instructional Model that will directly link with their PDP's. Professional Learning will occur through PLT's, Professional Reading, collegiate visits, coaching and whole school forums.</p>	<p>Leadership Team</p> <p>Department Professional Learning Teams</p> <p>All teaching staff members</p>	<p>The First Two Days Term One</p> <p>Ongoing throughout the year</p> <p>Semester One Initial Review discussions</p> <p>Semester Two Review discussions</p>	<p>6 months: Ratified LLPS Instructional Model will exist and be documented. Professional Learning Team minutes will reflect learning around the 8 key strategies inside the Instructional Model. Staff will establish a PDP goal based on the Instructional Model. At PDP discussions in Semester One, staff will provide evidence of learning growth around identified components of Instructional Model.</p> <p>12 months: Ratified LLPS Instructional Model will be reflected in team and classroom planning and practice. Professional Learning Team minutes will reflect learning around the 8 key strategies inside the Instructional Model. At PDP Review meetings in Semester Two, staff will provide evidence of learning growth around identified components of Instructional Model. Overall Percentage endorsement for the Staff Opinion Survey Teaching and Learning Module will improve (see table below)</p> <table border="1" data-bbox="1270 1052 1932 1207"> <thead> <tr> <th>Teaching and Learning</th> <th>% Endorsement Whole School</th> <th>% Endorsement – Principal / Teachers</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>81.9%</td> <td>81%</td> </tr> <tr> <td>2016</td> <td>79.7%</td> <td>79.9%</td> </tr> <tr> <td>2017 Target</td> <td>82%</td> <td>82%</td> </tr> </tbody> </table>	Teaching and Learning	% Endorsement Whole School	% Endorsement – Principal / Teachers	2015	81.9%	81%	2016	79.7%	79.9%	2017 Target	82%	82%	<p>● ● ●</p> <p>● ● ●</p>				
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<p>Data – Establish a regular cycle of data examination and evaluation at Professional Learning Teams. Use data as the basis for agreed actions and proof of pedagogical effectiveness, focusing on student growth.</p>	<p>A review of the whole school Assessment schedule will occur and be tweaked accordingly Professional Learning Teams will timetable regular data analysis inside Term Overviews A cycle of data examination and evaluation will occur inside Professional Learning Teams The Leadership / Team Leaders will be withdrawn at least once per term to engage in Data Literacy Meeting to examine growth data inside departments and across year levels</p>	<p>Leadership Team</p> <p>Department Professional Learning Teams</p> <p>All teaching staff members</p>	<p>Term 1</p> <p>Ongoing throughout the year</p> <p>Once per term</p>	<p>6 months: Revised Assessment Schedule will be in place Data analysis will occur within PLTs as documented in Term Overviews and reflected in minutes of PLT meetings. Agenda and minutes taken from Data Literacy Meetings will reflect examination of data</p> <p>12 months: Data analysis will occur within PLTs as documented in Term Overviews and reflected in minutes of PLT meetings. Agenda and minutes taken from Data Literacy Meetings will reflect examination of growth data Overall Percentage endorsement for the Staff Opinion Survey School Climate Module (focussing on Teacher Collaboration component) will improve (see table below)</p> <table border="1" data-bbox="1270 1640 1932 1795"> <thead> <tr> <th>Teacher Collaboration</th> <th>% Endorsement Whole School</th> <th>% Endorsement – Principal / Teachers</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>70.9%</td> <td>68.9%</td> </tr> <tr> <td>2016</td> <td>58.1%</td> <td>57.4%</td> </tr> <tr> <td>2017 Target</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table>	Teacher Collaboration	% Endorsement Whole School	% Endorsement – Principal / Teachers	2015	70.9%	68.9%	2016	58.1%	57.4%	2017 Target	70%	70%	<p>● ● ●</p> <p>● ● ●</p>				
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Section 2: Improvement Initiatives

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IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		Targets: <ol style="list-style-type: none"> In each individual year (2016-19) in the key areas of Reading, Writing and Numeracy, increase the proportion of students in the top 3 bands in Years 3 and 5 as measured by Naplan. In each individual year (2016-19) increase the proportion of students achieving high growth on NAPLAN Relative Growth Reports (matched cohort) In each individual year (2016-19) decrease the proportion of students achieving low growth on NAPLAN Relative Growth Reports (matched cohort) 						
12 MONTH TARGETS		See above						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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Guaranteed Curriculum – Develop Curriculum Documentation across the school, including Scope and Sequence documents in the key Curriculum areas of Mathematics and Reading and the development of Guaranteed Curriculum in these areas.	Share base model version of Mathematics Scope and Sequence linked to Victorian Curriculum with all staff Staff will input Guaranteed Curriculum into Scope and Sequence as 'I Can' statements. Key staff members will be involved in drafting a Scope and Sequenced for Reading involving Guaranteed Curriculum. Staff will input Guaranteed Curriculum into Scope and Sequence as 'I Can' statements. Professional Learning Teams engage in conversations about curriculum, pedagogy and assessment, building understanding of mandated Victorian Curriculum and how it addresses students' learning goals and needs.	Leadership Team	Term One (Mathematics)	6 months: Ratified Scope and Sequence for Mathematics will exist and be documented. Professional Learning Team minutes will reflect use of Scope and Sequence to guide planning and assessment.	● ● ●			
		Department Professional Learning Team Leaders All teaching staff members	Semester Two (and ongoing throughout the year) Reading	12 months: Ratified Scope and Sequence for Reading will exist and be documented. Professional Learning Team minutes will reflect use of Scope and Sequence to guide planning and assessment. A high quality curriculum plan for Mathematics and Reading will exist, which provides students with opportunities to progress their learning in these curriculum areas F–6. PLT minutes will reflect evaluation of curriculum, pedagogical approaches and assessment against student needs.	● ● ●			

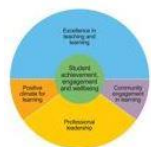


Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<p>Improve student engagement across the school so that every child is connected and challenged in their learning.</p> <p>To optimize individual student development and growth through the provision of a safe and supportive environment.</p>																																																							
OTHER IMPROVEMENT MODEL DIMENSIONS		<p>Enhancing and growing community engagement</p> <p>Student wellbeing and safety</p> <p>Enhancing student voice/feedback</p>																																																							
STRATEGIC PLAN TARGETS		<p>Targets</p> <p>In each individual year (2016-19) improve percentile rankings within the Student Attitudes to School Survey variables as outlined below:</p> <table border="1"> <thead> <tr> <th>Attitudes to school variable:</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>Ave 2012-15</th> <th>2016 – 19 SSP Targets</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>0.77</td> <td>0.33</td> <td>0.25</td> <td>0.40</td> <td>0.44</td> <td>0.6</td> </tr> <tr> <td>Student Distress</td> <td>0.78</td> <td>0.41</td> <td>0.37</td> <td>0.58</td> <td>0.53</td> <td>0.65</td> </tr> <tr> <td>Student Safety</td> <td>0.84</td> <td>0.60</td> <td>0.43</td> <td>0.33</td> <td>0.55</td> <td>0.65</td> </tr> </tbody> </table> <p>In each individual year (2016-19) improve percentile rankings within the Parent Opinion Survey variables as outlined below:</p> <table border="1"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>Ave 2012-15</th> <th>2016 – 19 SSP Targets</th> </tr> </thead> <tbody> <tr> <td>Social Skill</td> <td>0.43</td> <td>0.21</td> <td>0.53</td> <td>0.29</td> <td>0.36</td> <td>0.45</td> </tr> <tr> <td>Student Safety</td> <td>0.64</td> <td>0.13</td> <td>0.50</td> <td>0.46</td> <td>.43</td> <td>0.55</td> </tr> </tbody> </table>							Attitudes to school variable:	2012	2013	2014	2015	Ave 2012-15	2016 – 19 SSP Targets	Student Morale	0.77	0.33	0.25	0.40	0.44	0.6	Student Distress	0.78	0.41	0.37	0.58	0.53	0.65	Student Safety	0.84	0.60	0.43	0.33	0.55	0.65	Parent Opinion Survey	2012	2013	2014	2015	Ave 2012-15	2016 – 19 SSP Targets	Social Skill	0.43	0.21	0.53	0.29	0.36	0.45	Student Safety	0.64	0.13	0.50	0.46	.43	0.55
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Enhance student connectedness and wellbeing and associated teaching practice through student feedback	Implement a twice-yearly, whole school student survey (PIVOT) designed to set goals for improvement within PLT's and individual teacher PDP's; with an eye on improving teacher practice and student engagement. This will be trialled with the Grade 5/6 department only in 2017.	Assistant Principal	Twice yearly (Terms 2 & 4)	6 months: Administer first student survey (Grades 5&6) Review survey results in appropriate forums Set goals for improvement within PLT's	● ● ●																																																				
		Principal Classroom Teachers ES Integration Leader		12 months: Administer second student survey Examine growth over time and effective strategies used Set benchmark targets for future surveys	● ● ●																																																				
Improving the amount of parent feedback into the	Implement a twice-yearly (per classroom) parent survey to gauge parent opinion and set targets for improvement within	Office Staff	Twice yearly (Terms 2 &	6 months: Administer first parent opinion survey (with randomised selections of	● ● ●																																																				



school with the view to increasing levels of satisfaction	PLT's, classrooms and across the school	Designated Expert Teacher(s)	4)	parents within each classroom) Review survey results in appropriate forums Set goals for improvement as school/PLT/PDP			
				12 months: Administer second parent opinion survey (with same parents as in survey 1) Examine growth over time Set benchmark targets for future surveys	● ● ●		
Play is the Way	Consolidate our understanding of the philosophy of the Play is the Way prosocial program and providing support to staff so they can maximise social and emotional engagement with children.	Assistant Principal and Student Wellbeing Team Leading Teachers (via PLT's)	Ongoing	6 months: All classes playing a minimum of 2 games per week All classes engaging in Community Circles using stem ideas for stimulus	● ● ●		
				12 months: All classes playing a minimum of 2 games per week All classes engaging in Community Circles using stem ideas for stimulus	● ● ●		



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:				

